

# child study

By-lines

A quarterly journal of parent education

Spring 1952

As the rules change	2
Fathers today —	
neglected or neglectful?	
Gunnar Dybwad	3
Building a marriage	
Gladys Gardner Jenkins	6
and Richard L. Jenkins	
Mommy, why do you have to work?	
Anina K. Brandt	9
"What ain't, won't"	
Gerel Rubien	11
The empty nest	
Sidonie Matsner Gruenberg	14
and Hilda Sidney Krech	
Science says —	
Lester L. Coleman	18
Have the "must" books grown musty?	
Flora Straus	19
Book reviews	20
Books of 1951	24
Parents' questions	37

Sixty-five cents a copy      Vol. XXIX, No. 2      \$2.50 a year

EDITOR: Margaret C. Dawson. EDITORIAL BOARD: Aline B. Auerbach, Elizabeth Bradley, Gunnar Dybwad, Pauline Rush Fadiman, Josette Frank, Sidonie Matsner Gruenberg, Marion F. Langer, Elizabeth Pope, Anna W. M. Wolf.

Every issue of CHILD STUDY is completely indexed in the Education Index.

CHILD STUDY re-entered as second-class matter September 19, 1947, at the Post Office at New York, N. Y., under the act of March 3, 1879. Copyright 1952, by Child Study Association of America, Inc. Published by the Child Study Association, 132 East 74th Street, New York 21, N. Y. Quarterly in Fall, Winter, Spring, and Summer issues. 65 cents a copy. \$2.50 a year, \$4.50 for two years. Add 25 cents for all foreign subscriptions.

GUNNAR DYBWAD, J. D., is Director of the Child Study Association. His interest in the father's position in the family, and its social implications, was greatly increased during two recent assignments in Germany for the U.S. government.

GLADYS and RICHARD JENKINS bring to their discussion of marriage today experience in the fields of psychiatry and family relations—as well as a long and successful marriage of their own. Dr. Jenkins is now Chief of the Research Section, Psychiatry and Neurology Division, of the U.S. Veterans Administration. Mrs. Jenkins, author of a book and numerous articles, was for a number of years on the staff of the Association for Family Living in Chicago.

ANINA BRANDT, PH.D., spent nine years in India as psychological and educational counselor to mothers and teachers. She now conducts a seminar for professional workers at the Child Guidance Clinic of the Washington, D. C., School of Psychiatry, and is consulting psychologist at the Wiltwyck School for Boys, Esopus, N. Y.

GEREL RUBIEN, President of the Women's Trade Union League and Educational Director, Local 62, Undergarment and Negligee Workers Union, ILGWU, is also a lecturer and teacher whose fields are labor economics, labor in politics, and adult education.

The mother-daughter team of SIDONIE MATSNER GRUENBERG and HILDA SIDNEY KRECH contributes to this issue *The Empty Nest*, adapted from a chapter of their book, *The Many Lives of Modern Woman*, which Doubleday & Co. will publish in May. Mrs. Gruenberg was formerly Director of the Child Study Association. Mrs. Krech, herself a wife and mother, makes writing her career.

The cover photograph is by SUZANNE SZASZ.

# As the rules change

**T**oday we realize the part stereotyped ideas play in blocking social and individual growth, and are making great efforts to break them down. This is all to the good, for to demolish a stereotype is to let a person or a bit of reality out of prison.

But now, released from confinement, we stand uncertainly facing all the choices and responsibilities before us, even a little nostalgic for the orderly rules and regulations we have left behind. There are so many directions in which we may go, and so many decisions to make on our own which used to be made for us by custom and tradition. Moreover we are troubled by the fact that actually stereotypes do not crack open and drop away, but dissolve slowly and cling stubbornly in unpredictable spots. We now say, for instance, that our marriages should be partnerships—yet are tempted often to look for that comforting figure, the “head of the family.” And in any case, a partnership is a more subtle and delicate thing than a compact. Where once the neighbors’ opinion and the acceptance of fixed ethical and moralistic rules held most marriages firmly in place, we must now lean heavily on inner strengths to keep the relationship vital and growing.

What of the woman whose decision to work for pay was once so largely a simple matter of economic necessity? Though the need to supplement her husband’s income grows daily, so also does the need to weigh the emotional factors which are increasingly thought to be pertinent: each woman must solve a different equation for herself. What, too, of the father whose role is now so ambiguous and ill-defined? And how shall we answer the questions of the middle-aged “ex-mother” who feels like a displaced person in a strange land? How can she use the overwhelming gifts of longer life and greater freedom?

Because we believe that parents who understand their own situations are in a better position to help their children, we are devoting this issue of *CHILD STUDY* to consideration of some of the problems, both social and personal, that adults face today. It is a happy child, we believe, whose parent knows himself.



A father's position in the family  
has meaning not only for his wife, his  
children and himself, but for our whole society.

# Fathers today: neglected or neglectful?

By Gunnar Dybwad

**T**he statement that the American family as a social institution is at the heart of our democratic life is commonplace today. Commonplace, also, is the idea that the father's role in America has changed from an authoritarian one to a "partnership" in the family unit. In the Fall of 1943, the Editors of *CHILD STUDY* made this comment: "It is true that the father has lost his position as dictator, but he has gained something, too, in the possibility of a friendly, democratic relationship to his family. In ceasing to be an exalted person, he is freer to be a real person. In a family where each person's rights and personality are respected, but where all are dedicated to the common welfare, guidance on a constructive basis can replace the old absolute authority."

Looking at this quotation nine years later, one is impressed by the fact that this was a programmatic statement rather than a research finding. Far from showing such a clear-cut change, the father's place in the American family at this time seems to present a picture of confusion and complexity, if not contradiction, as between authoritarian and democratic values.

Actually, considering the tremendous interest in parent education in this country for the past several decades and the amount of specific material available concerning the mother's role, astonishingly little has been written on behalf of the father.

This is all the more puzzling when one considers that in another frame of reference the American citizen's attention is focused more and more on the world struggle between authoritarianism and democracy. Apparently the swift movement of world affairs, leading to our increasing preoccupation with military and defense matters, has kept the American public from profiting by one of the major object lessons of modern history: Germany's debacle. Certainly the high esteem in which we once held German family life and German education should have called for thoughtful analysis of the part they played in the events of the Hitler era. Yet the very same persons who proclaim that the future of our nation rests in safeguarding the family still speak of the national-socialistic disaster in Germany merely as something caused by factors like inflation, unemployment and the Treaty of Versailles. It is left to a few observers like Dr. David Levy and Dr. Bertram Schaffner to present material which shows conclusively the significance of the German family pattern, as symbolized by the all-domineering father, in the development of German national life during the past seventy-five or one hundred years.

As one reviews recent books and articles in the field of family life which make specific reference to the father's role, one finds that while some authors see today's father as less active and farther removed from the family,

others quite to the contrary observe that he has found his way back to the family and shares actively and creatively many activities with wife and children. Apparently it depends on the author's vantage point whether and in what areas he discerns progress.

Of course, it is not hard to list many developments in recent years which have diminished the father's dominant role in large numbers of American homes. He is no longer the only wage earner and in many cases a wife, son or daughter may approach his earning power. The general mobility of our life not only takes him out of the home a good part of the time, but the same is true with wife and children so that even when father is home, the others may not be. There is mobility, of course, not only within a place of residence; with frequent moves about the country the father's place in the community becomes less settled and assured.

While formerly the father carried prestige because he, largely, was the connecting link to community affairs, now radio and TV, women's clubs and school-organized activities have greatly lessened his importance in this respect. Moreover, with increasing mechanization, his maintenance concerns in everyday household affairs have decreased. In some communities, to be sure, there is very obvious evidence that fathers have absorbed new interests and activities of importance to the total family group—yet all too often the *Parent-Teacher* organization is ignored by the fathers, and participation by them in community child projects is limited to traditional types of health projects, boys' work and delinquency prevention rather than projects built on newer patterns of child development.

### ***Old ways persist***

What brings forth so much discrepancy and confusion regarding the father's place? It appears that while symbolic values in family life, particularly regarding father's position within the family, have lost much meaning in recent years—in part through changes in our living habits, in part through new knowledge—the old symbolisms persist very largely throughout the country. What used to "come naturally"

now creates a strain, as father and mother try to keep traditional patterns alive against the tide of a changing world.

This desire on the part of the parents to keep alive the old is not hard to understand. Life is simpler in an authoritarian society where the father in his authoritarian role is a perfect image of the world around him. In the free society which democracy espouses, no such rigid scheme exists. There one finds much room for difference between the parent and the community, between one group and another, between one community and another, and thus it becomes a task for father and mother to prepare their children to make free choices in a free society.

### ***We still require "he-men"***

In an article on "The Contribution of the Father to the Mental Health of the Family," Dr. Leo Bartemeier points to the fact that in our culture "a loving and gentle father is consciously or unconsciously looked upon as a psychological failure in the sense that he isn't really a *he-man*. A great many family tragedies in which children fail to develop normally and grow up to be either lazy bullies, or aggressive, conceited, sterile members of society have developed as a result that father did not dare to be soft and gentle or that his softness and gentleness were mistaken for femininity and weakness." Dr. Bartemeier ascribes this destructive effect to "our so-called civilized attitude in schools, businesses, colleges, teams and clubs where the idea of ruggedness and toughness denies as a matter of psychological fact the guiding light of paternal solicitude, love and affection."

Indeed, as one listens to the many voices, which extol to American parents the virtues of rigid discipline, strict obedience, and controlled activity for their children, one wonders how it is possible not to recognize there the very German precepts which so recently brought that nation to collapse.

Beyond this there has developed, by the scheming of some and the misunderstanding of others, a new difficulty in our country: at the very time when painstaking research by eminent physicians, educators and psychologists



has conclusively proved the importance of security in the growth of a child towards maturity, the very term "security" has been (falsely) propagandized on a materialistic basis into something unacceptable to a capitalistic society for socio-economic reasons. Similarly, as we try to stimulate father to take a more active interest in family and community projects, designed to further the welfare of his children, he is subjected to powerful propaganda which makes "welfare," too, suspect. Small wonder that faced with such confusing and conflicting values, a parent retires to the safety (and that means, ironically enough, for him the "security") of the old and familiar way.

To be sure, what has been stated here so baldly is but a picture of trends. There are many fathers who, out of a warm understanding of their children's basic needs, look for help as to how best they can give their children security, love, guidance and affection.

### ***Conflicting advice***

It is, therefore, all the more unfortunate that even among the experts in the family life field, who in general terms have called upon father to take a more active role in the family group, there are many who hesitate to make him an effective member of the parent team—in any case, with the young child. Out of an over-emphasis on the mother-child relationship, there has come from this group advice which is not conducive to strengthening in young fathers an early father-child relationship. I am referring for instance, to recent suggestions that during the first four or five months of life the mother and only the mother take care of the infant; that the father be brought in after that time as a "mother-substitute," and that while the father should increasingly assist with the child's care and training, the mother should be "in control" and the father should consistently use the methods of the mother. This advice appears to make the father not much more than a nursery assistant and certainly must sound strange to him in the light of the general emphasis on the significance of the child's first year for its total personality development. To be sure, this view is definitely opposed by other writers, who insist that "there

is more and more evidence coming out of the careful study of infants which leads us to believe that Dad has a real place in the care of the youngest children in the family."

Certainly we must afford ample room for continuing inquiry into the significance of interpersonal relationship in infancy, and not block off research findings because they do not seem to fit into the present scheme of things. Still, we have a responsibility towards the parents not to leave them at sea. And at sea they certainly are when some authors say "the infant will be much happier and more secure if there is more than one person to whom he can turn," while others maintain that this very thing is a disturbing experience to the baby. It would seem that while we have now steered the mother to a relative haven of assurance, the poor father is in the very state of uncertainty the mother faced a decade or two ago.

This poses an immediate challenge to parent education. Unless we are willing to concede that our basic concepts of family structure and parent-child relationship and their significance in the development of mature and secure personalities are worthless, there can be no more urgent task than to bring about in our country a better understanding of the role of the father in the family and its relation to our entire pattern of living. We must not be content with merely including in our innumerable handbooks, manuals and guides for parents, directed essentially toward the mother, some few words of advice as to how Dad can enrich the lives of his children and bring greater emotional satisfaction to his wife. Rather, we must reemphasize again and again that the part which the father must play in wholesome family life is akin to the part he must play in community and national life. It is patently not enough to talk about the father as a "mother-substitute" in the nursery. We have an obligation if we are bold enough to suggest his responsibilities, to show a life pattern which integrates his role as a husband, a father, a citizen, and which allows him to be a person in his own right.

When we say today that the father should be at his wife's side during her labor, or maybe

*Continued on page 28*

By Gladys Gardner Jenkins and

Richard L. Jenkins

# Building a marriage

Marriages need new internal strengths to  
meet the impact of social change.

What are they, and how can we develop them?

Marriage is doubtless the most ancient human institution. It exists in all known societies, and has evolved in many forms to meet the demands and patterns of differing societies. Perhaps because the sexual impulses and even the parental reactions which are channelled through marriage have disruptive as well as constructive potentialities, marriage relationships are always defined by social customs, established by ceremonies, and protected by sanctions which serve as buttresses. Yet fundamentally, the marriage partnership has a decidedly tenacious and sometimes exuberant vitality of its own. Perhaps it is good for each generation to take a look at it and try to decide what is vital and what is secondary. It may be especially important to do this today when the social framework has weakened and the basic personal relation needs to develop new strength if it is to be a lasting and satisfying one.

The reality of marriage is a partnership which meets some of the emotional needs of both partners. This has not always been recognized and is still not recognized among all people in our country. To many, marriage is still simply a relationship defined by law and custom, involving a specific set of duties toward the spouse. But more and more we are seeing a tendency toward recognizing it as a partnership based on a broader and more flexibly applied respect for human feelings, and a

greater emphasis upon the need of both partners in the marriage to find satisfaction and happiness in their relationship.

Harmony in marriage does not come ready made. A husband and wife bring to their marriage not only different personalities, but different backgrounds, different interests and different drives. Two people do not need to be alike to have a successful marriage relationship—indeed if they were entirely alike there would be no reason for their marriage. But they must be flexible enough to be willing to accept their differences, to understand them, and to compromise when it is necessary for the harmony or stability of the partnership. Differences in personality may add to the richness of a marriage, if they are tempered with kindness and consideration for the needs of the other partner. For a satisfying marriage is something which a husband and wife must want so much that they are willing to try to make those adjustments which are necessary to obtain it. It is built upon deep affection, respect for the other person's rights and personality needs, a desire to understand the other person, a willingness to accept responsibility, and that flexibility and maturity which make adjustment possible.

Each partner brings to marriage a whole set of ways of reacting to the world and to people which are deeply fixed. Some of these ways will probably please the marriage part-



ner and make the interplay between husband and wife more lively and constructive. Others inevitably will produce irritation and resentment. One partner may express himself easily and warmly, the other may feel keenly but have difficulty in showing feelings. One may "blow-up" easily, the other remain silent, one may react quickly, the other slowly. A willingness to accept differences in reactions is essential. Beyond this, it is necessary to learn how to take them—and how to help the other person through the difficult spots.

In some marriages, whether by good fortune or good judgment, the differences between the man and woman are easily complementary one to the other. In others they are such that great effort is required to bridge them. But no partnership is ever perfect, nor is there one which does not call for some constant effort from both its members.

### *Adjustments, old and new*

A partnership involves the reconciliation of two wills which will often be pointed in different directions. Marriage includes a sexual partnership, and the most primitive method of resolving its differences is simply male dominance. The pattern for such dominance is set by the greater muscular development typical of the man, and the more active, sexually seeking role to which his nature impels him. Since at least the initial sexual relation commonly involves an element of feminine surrender (an element likely to be somewhat sentimentalized by both partners) an emotional precedent is set for the reconciliation of two wills through male dominance.

This is the most ancient pattern for settling family problems. The man decides. It is the patriarchal Old Testament approach and survives in surprisingly unaltered form in contemporary authoritarian families like those of Germany and Japan. It is clear, simple, easily understood. Inevitably when this pattern is established it tends to be one of giving orders and requiring obedience of an inferior, rather than working cooperatively with an equal.

In a truly democratic society, women are not relegated to an inferior or servile role, and reliance is placed upon constructive coopera-

tiveness rather than enforced obedience. It is doubtless harder to make the new pattern work, for surely it is simpler for a man to beat his wife when she differs with him than to find a basis for understanding and agreement with her—but the results of the understanding are in the long run more satisfying to the man as well as to the woman. It is true that some wives are emotionally and sexually responsive to the dominance of the husband. But where this is the case, a good relation is likely to persist only if he is wise enough and perceiving enough in making his decisions to give ample consideration to what she desires. It is, indeed, in such a fashion that true marriage partnerships may be evolved even in patriarchal societies. The man decides, but in some areas the woman determines what the man decides. When this involves true give and take and constructive interplay, it becomes a partnership.

The reaction of some feminists to the exploitation of women which often occurs under male dominance has been to deny the significance of the sexual differences. Understandable as this reaction may be, it seems to be an instance of throwing out the baby with the bath. Where custom still places women at a disadvantage, it seems more intelligent, and in the long run more in keeping with the psychology of both sexes, to help women attain a dignity and equal status as women, rather than to deny that they differ from men. Indeed the skillful accentuation of sexual differences, although it can be overdone, is recognized as one of the social arts which can add to the gracefulness and enjoyment of living—and it is highly unlikely that the feminists will ever persuade most women that it is a mistake. For women are, of course, historically renowned for their resourcefulness in achieving their own ends indirectly through the management of men. Where masculine power is based on superior strength, feminine power is rooted in the capacity to interest the male, and to grant or withhold response. Sometimes, it involves the appeal to masculine pride; at others, to the ethical standards of our modern society, for the desire to appear an adequate and decent man in the eyes of his wife is a strong force influencing the average husband.



However, the solution for problems created by dominance of the man is not to substitute the dominance of the wife. Feminine power can be, and sometimes is, utilized in a selfish and tyrannical fashion. Male tyranny may be more obvious, but it is by no means necessarily more destructive of the reality of the marriage partnership than female tyranny.

### ***A prime factor***

The intensity of a sexual relationship is a source of power which can be used constructively or destructively. In sex we deal with one of the strongest biological drives. When this is integrated with affection in a satisfactory sexual experience, it not only brings extreme pleasure, but it also awakens or intensifies the strongest and most generous feelings of love. A good sexual adjustment is a prime factor in cementing a marriage, and the failure of such an adjustment in the presence of a strong interpersonal tie can be a source of serious frustration. Such failures are often the result of coming to marriage with the expectation of finding a perfect relationship rather than with the readiness and patience to try to build a good one.

Sexual attitudes are likely to be deeply emotionalized and as a result may not be easily modified by discussion. They may, however, gradually be altered by sexual experiences which are even mildly pleasant and satisfying. Most sexual adjustments are worked out only gradually, and through the wholehearted cooperation of both persons in the effort to please each other. There is a tremendous range in the frequency and intensity of the sexual experience in marriages. There are wide variations also in the patterns by which sexual experience is initiated or enhanced. That which brings pleasure or satisfaction to both partners is good. There are no other standards.

Each partner brings to marriage a set of preconceptions of what it will or should be like. These are grounded in large part in his early home life. He may want to recreate in his marriage, or he may want to avoid, the kind of relationship which existed between his parents. Even when he consciously wants to avoid this pattern, he will probably tend to re-

create much of it, for it is the only one he knows well and it becomes thereby the pattern he tends to follow unconsciously.

Furthermore, what is expected of the marriage partner is often deeply influenced by the relation with the parent of the opposite sex. This is particularly true when this parent has tended to keep him in a state of relative immaturity. If a man has been dominated by his mother he may want his wife to take care of him, instead of being ready to carry his own responsibility in the partnership. If a woman has been spoiled and babied at home, she may find it difficult to outgrow the need for continued spoiling, and may demand it from her husband or seek it by continually returning to her parents for emotional support.

Conversely a man or woman who has been denied sufficient affection and emotional support in childhood may be driven to seek a constancy of emotional reassurance in marriage beyond what it is reasonable to expect or perhaps beyond the capacity of the other partner to sustain. The continued need of so much support and reassurance, and the sense of being let down if it is not forthcoming, may make the relationship strained and difficult. These are not mature reactions but they are frequent human reactions, and a marriage partnership will probably face rough weather until such reactions can be faced, understood, and outgrown.

### ***Don't look for perfection***

There is another danger to a good partnership—the dream of the perfect relationship. It may be built up by the romantic novel, the motion picture, the radio, and, now, perhaps, television. It is the detailed picture in the mind's eye of how things should be. Reality never is like it. Marriages are good, bad, or indifferent. They become better or worse. They never are perfect, and they never become perfect. A picture in the mind's eye, fixed in detail as to what a marriage should be like, is a major liability.

Sometimes this dream of a perfect relationship is further complicated by a stereotype, in the mind of one or other of the partners, of

*Continued on page 30*



# Mommy, why do you *have* to work?

**T**housands of little voices, more or less petulant, according to age and temperament, are asking this question in many countries and in many languages. Within the last few decades the number of voices, countries and languages has been steadily increasing and it does not look as though they would diminish in the future.

From the child's point of view there has never been a completely satisfactory answer in any language, since it is one of the hardest tasks for any child to learn that his mother does not belong to him like a part of his own body. Difficulties often arise when it is not possible to satisfy the small child's possessiveness toward his mother. An anxious and emotionally insecure boy returned from his first session with the therapist calling out to his father: "Just think of it, she was with me *all* the time; she didn't even go into the kitchen to cook!" It needs a great deal of skill and warmth on the mother's part to make the small child accept the fact that he has to share her presence even with other members of the family, because he is not able to differentiate between "presence" and "love." He only sees that mommy suddenly has to spend a lot of time with the new sibling; time that used to belong to him. But then, the father and the siblings are something tangible, they in their turn, give "presence" and love to the child, and he grows into recognizing that "his" mommy is also "their" mommy. Except for unusual cases this can be achieved without the child feeling re-

jected or lacking in something which he has a right to have.

The problem, however, is more complicated when it is *work* that deprives a child of many hours of his mother's presence. If the child feels or believes that the mother is so much interested in her work that she does not quite get away from it, even when she is at home, serious emotional damage may result to one or both of them. This as we all know, frequently happens with the professional woman who cannot simply lock the office door on her problems.

Thoughtless criticism of working mothers is easy, but it does not help. In fact, it makes matters worse because it increases the guilt-feelings which nearly every working mother has towards her children, even if she knows that it is her work that makes possible a better standard of living for the family and assures a certain amount of security for the future. We no longer believe, intellectually, that a woman, on becoming a mother, should give up all outside interests and dedicate her life exclusively to the bringing up of her children. Very few women nowadays can allow themselves this luxury. Moreover, children are becoming independent of their mothers at a comparatively early age today, so that a longer period of time is available to women for jobs or careers, even though these may be interrupted by the arrival of other children. Either by choice or necessity most women today work before marriage. But if they stay in their jobs only until they get



married, public opinion blames them for not giving their minds more seriously to their work. However, if they *do* "give their minds" to work and hesitate to abandon it in favor of marriage and motherhood, a number of voices still mumble that this is not "natural." The good mother, according to these voices, is supposed to find complete fulfillment of all her needs in her family; all her interests are centered in the home, all her activity is concentrated on the well-being of her loved ones.

It is true that there are many women who are "born" mothers. They are lucky and, perhaps, enviable (like every individual who finds his or her vocation in life)—*if* they get married and have children. Many, far too many of them don't, and these women are in danger of becoming frustrated and bitter. If, however, they work in a field which draws on their motherly qualities and satisfies their needs, they are a blessing to those in their care and find personal happiness.

### *Tendencies, not types*

There are, however, women and their number seems to be on the increase, who are not at all the traditional "motherly type." They can be perfectly happy and very successful in their jobs or professions and may also become sensible and loving mothers, bringing up healthy and well-adjusted children. Innumerable transitions and changes within the same individual during her lifetime make a setting up of types impossible, of course. But the tendency of a mother towards one or the other extreme of job or maternal interest will, to a great extent, determine her attitude towards combining motherhood with work outside the home.

Frequently the mother is forced to work in order to increase the family income, and the obvious advantage of having two people sharing the burden has finally silenced the objections of the traditional breadwinner, the husband and father. The reality of the situation has to be faced and accepted, however reluctantly, by every member of the family. But the greatest strain, physical and emotional, is on the mother, particularly when the children are still comparatively young and unable to un-

derstand the necessity of her working. In any case, even with the most careful planning on her part she is confronted with numerous and unexpected practical problems arising out of the combination of motherhood and career. All of us working mothers have experienced those tense moments when a quick decision has to be made in favor of one or the other, and when whatever we do seems not to be entirely right or satisfactory.

### *The vulnerable moment*

The children of working mothers know only too well that mother's most vulnerable moment is when she has to leave the house for her place of work, and are incredibly resourceful in finding devices to prevent mother from catching her bus or train. They know they can upset her by sudden complaints about ailments which may, or may not, be serious, by sulking at her not being home when they return from school, by temper outbursts and open hostility or, most painful of all, by bitterly complaining of "mother never having time for them," or of "mother always being too tired" to have fun with them. They cannot understand that it takes great strength and pliability for any mother to combine two full-time jobs without having one of them suffer occasionally.

In order to reduce to a minimum the possible damage to her children, the mother has to be a very stable and mature person. She has to be very sure of "doing the right thing." That is difficult enough nowadays for any mother and anybody dealing with children, considering the conflicting tendencies and theories with regard to permissiveness versus control, acceptance versus rejection, satisfaction versus frustration: it is even harder for the working mother who has to grope her own way toward fitting into the new role allotted to her in our culture. Women all over the world are striving to take greater responsibilities in the fate of their communities and countries, and the very fact that many of them are mothers may prove most beneficial to the world in the long run. But, in a way, they are still pioneers today.

If the children of a working mother have emotional difficulties, it is easy for outsiders to

*Continued on page 33*



By Gerel Rubien

# "What ain't, won't"

Let's face it: the "ideal" home with mother always present no longer exists, for many children.

The community must share in giving them a sound upbringing.

One of the more impressive remarks that I recall from childhood was the dictum of an elderly farmer that "what is, is, and what ain't won't."

The ideal family life for the child has traditionally been the happy home, with mama waiting his return from school, glass of milk and cookie plate in hand for his after-school appetite, a kiss, perhaps a perfunctory washing up, and then out to play. The home was warm with affection, secure, and most importantly, mama was always there.

In terms of my elderly and ungrammatical philosopher, mama ain't always there today—and won't be.

All over America women are at work in offices, factories and stores. Statistics of the Women's Bureau of the U.S. Labor Department show that as of 1947, the labor force contained about 16,500,000 working women who comprise nearly one third of our total working population. Of these working women, over half are either married, widowed or divorced—during World War II, the percent of married women who were workers increased from 17 to 23 percent—and so it follows that millions of our women workers are mothers. They are besides, heads of families. In 1946, 17.4 percent, or 6,500,000 families in this country had a "woman head," in the jargon of the census statisticians.

Whether or not the ideal home ever existed with all its picture-book charm for the majority of children, it is certainly out of the question for great numbers of them today. The average American family, so beloved of advertisers, of mama, papa and two children, papa being the support of the family, mama running the home, is not the great average today. Like the white, rose-bowered cottage with attached garage which waits for the happy newly-weds, it is more often a movie symbol than the reality of American life.

These millions of women are not in industry to earn money for a new mink coat, nor to recoup their bridge or canasta losses. They are working to supplement the too-meagre earnings of the man of the family (when there is one), to help finance higher education for the children, or to support themselves and their dependents completely. A recent survey, made by the Women's Bureau, of factory workers throughout the country, showed that the average woman factory worker had one or more dependents, and that her wages were an integral part of the family budget, in most instances, indispensable.

Industry needs its women employees. It would not employ them if it didn't. They are necessary to our economy, and as the defense effort progresses, women will be urged to join the working force in even greater numbers.

All of the above may seem like a long way 'round to the subject of child day care centers. But these facts and figures are among the most vital factors influencing family life in the United States today. The sound rearing of our children cannot be accomplished unless we understand them, and all their vast implications.

Whether a woman works or not *may* be her own choice. But many times, it is not. Especially in these days of rising prices, alternatives are few or non-existent. She may agonize over what happens to her children when she is away from home, but work she must. Proper day care centers provide supervised play and safe environment for children. They also provide the feeling of security that keeps a worker's morale high. The mother who is constantly worried about her child, fearful that he is exposed to the dangers of city streets, or to the indifferent and sometimes callous care of a neighbor, is not a good employee. Day care centers for the children of working mothers are, then, an aid to industry.

Even more important, millions of children of working mothers, deprived of the traditional, full-time, mother's care are living in large urban centers where play facilities are skimpy, or far from home, and where crowded streets often are the only available playgrounds. Shall these children whose mothers are needed in our vast and complicated industrial economy, be left to the careless mercies of a neighbor, or, if it is available, to the care of an aging relative? Today even these guardians are hard to find. Families of aunts, uncles, grandmothers and spinster elder sisters do not live together, as they once did. Families are small and, it often seems, modern apartments still smaller. There are often no obliging relatives handy to care for the pre-school and school child, when the mother is at work. And neighborhood relations are far less likely to be real long-term friendships than in the days when people lived in the same community all their lives.

What about the emotional security of the child which the psychologist stresses? What about the early background of a child who is left to the care of others? Every settlement house in every city in America can tell hair-

raising tales of the child deprived of food by a drunken neighbor, or ill treated by an incompetent caretaker, when the mother was working. As far as some of our young children are concerned, says one authority, the days of Charles Dickens are still with us. Children are helpless and inarticulate. Neglect of small children, mishandling, abuse and exploitation still go on in large cities and small, through adult ignorance, indifference or greed.

### *The only answer?*

The millions of women who are the sole heads of families have to work to support themselves and their families. If they could not work, public assistance would be the answer. And is this the sole answer we can give to a widowed mother who is willing and able to bear the burden of supporting her children and herself? There are, to be sure, instances in which a mother with dependent children should accept public assistance as the best solution to her problems, for various reasons. But this is far from being the overall answer to potential earners—also for various reasons, including such vital ones as the cost to the community, the well-being of the individual, and the effectiveness of the woman as a citizen.

There are also the children, pre-school and school age, of the women in necessary professions. The scarcity of teachers is well known and well publicized. So is that of trained nurses. What shall these women do about their children? Society urges them vociferously to return to their professions. But such a mother may be torn between responding to these urgings, and the fear that if she does, her children will not receive good care.

Modern psychiatrists realize that the early years of a child's life are the most important in character formation, and that most adult neuroses can be traced to childhood trauma. Yet the personality of millions of future American adults is being formed under conditions of insecurity, sometimes cruelty, without regard to either mental or physical health.

A large part of the answer to this social problem is provided by day care centers for the children of working mothers. Properly run day care centers are not charity. They are not



an inducement for lazy mothers to "play mah-jong," in the words of one public official. Such day care centers are an integral part of an industrial society, where the employment of women is necessary for the maintenance of the industrial machine. They are part of the care that a democracy gives to its future generation. Furthermore, they are part of the democratic educational system. Education starts early in life. The idea that education consists exclusively of reading and writing has long been dispelled. Learning is not accomplished in segments: every part of a child's growth is educational. Play is part of it, as is the feeling of security or insecurity. Group play, as preparation for the cooperative world of the twentieth century, is also a vital part of education. The values of nursery schools and day care centers are fully recognized by parents who can afford, and are willing to pay, the high charges of private schools, and it is clear that these values are even more significant for the child of a working mother. Yet such group learning is not possible, in many cases, for these children.

Day care centers should not be administered as welfare projects. Nor should admission be based on a means test, such as exists in New York, where children whose parents earn more than the authorities consider the bare minimum are often denied admission to the city's day care centers. To be sure, using the word welfare in the broadest sense, as we would use it of free schooling for all American children, day care centers do contribute to the general welfare, as does the literate citizen. But the word welfare, as used for day care centers, means public assistance and in this sense, is wrongly applied to them.

#### *Available for all*

Payments for the care of children in day care centers should be based on the ability of the parents to pay, but day care should be available for *all* children of working mothers. Even if there is enough money, according to the authorities, to pay a domestic for the care of the child while the mother is at work, it is short-sighted to exclude the child from a center on this basis. Care by a domestic worker is not ideal. Such a worker is neither trained, nor

can she offer the opportunity for the group participation which is so necessary a part of the growing-up process.

What constitutes the proper day care center, its staffing, its program, etc. is better left by me to those who know more about the techniques.\* What makes for a good center has been detailed by qualified educators, backed by endless statistics and actual experience. The burden of my plea is that day care centers should be available to all children—at a price, if the parents can afford to pay, such price to be adjusted to their finances; for little or nothing, when necessary.

#### *Labor's contribution*

Labor unions have studied the problem, both from the humanitarian and social point of view, and from the viewpoint of industry. The 1950 Convention of the International Ladies Garment Workers Union adopted a resolution stating that the care that children receive influences their entire adult lives in terms of their usefulness and adjustment, and urging the Federal government to provide the funds for day care nurseries, as an aid to education.

The New York State Federation of Labor stated, at its 1950 Convention, that any attempt to deal with the question of day care for children of working mothers solely as a welfare problem concerning the indigent is detrimental to the best interests of family life, by needlessly pauperizing the families involved, and preventing mothers from making useful contributions to industry and society. The reference to pauperization means, of course, that mothers who cannot get day care for their children in proper centers often are prevented from working, thus reducing the family to pauper status, with the resultant drain on the community.

The last word "education" in the ILGWU resolution is important. Trade unions were forceful advocates of free schooling for all American children in the days when such schooling was thought not only unnecessary,

*Continued on page 34*

\* See page 22 for a discussion of day care center standards and of the necessary services, such as homemaker and foster day care, which supplement the centers.

When a woman who has had the star role in  
her family for years finds herself  
playing bit parts, what then?

## The empty nest

By Sidonie Matsner Gruenberg  
and Hilda Sidney Krech

**I**t seems like yesterday that they were playing in and about the house all day, calling 'Mother!' whenever anything went wrong, popping into the kitchen for some bread and butter whenever they got hungry. And now they're all grown up, so busy with their studies and jobs, they have no time for me."

Whether they say it to a friend or silently to themselves, mothers have been having thoughts like these for a long, long time. The early years with their countless physical and emotional demands sometimes drag out. After that the years seem to fly. Then, quite suddenly, usually without warning, the mother who has been so busy and rushed and overwhelmed with details, finds herself unemployed. Her fledglings are flown and her nest is empty except for its memories.

It makes a great deal of difference at what point in one's life this nostalgic mood comes along. When fifty or sixty was considered a ripe old age for women, and they continued to have children till they were forty or more, reminiscence was short and a most suitable occupation for a Granny with a dozen or more grandchildren. Today a great many women are finding themselves at forty-three or forty-eight, looking and feeling remarkably young, with a Jimmy in college, a Babs in a home of her own, and nothing much to do.

These youthful middle-aged women feel too young to retire; few are content to be has-beens or ex-mothers at this stage. There is still, to be sure, a home to run, and many ways

in which her children still need her attention, even though it is not the constant physical care she gave them earlier. But it often comes as a shock to find that no longer is she the center of her family's life.

Each mother must have thought that this being superfluous would never come to her. She had always had a thousand things to do at home, a thousand errands to run—yet here she is.

Sometimes this woman doesn't recognize what has happened, but tries to continue in the role of full-time wife and mother. When Father and the older children have left for their work, she remains at home and keeps herself busy doing odd jobs and all the family errands. She tells herself that Jimmy, though at college, needs all kinds of services from Mother. And she tries desperately to justify herself as a full-time home-maker for her husband by overdoing many details that could better be allowed to fade out.

It would seem logical for mothers to look ahead a little while they are still young and consider how the extra time bonus provided by modern improvements in health and life expectancy is going to be spent. Yet the years during which one might do the looking are so full, so crowded, that most women don't get around to it until, quite suddenly, they find themselves out of a job—the job which they had been led to believe was a life-time one.

But some do look ahead. We know a certain young woman of about thirty-five who, though



busy with her four children, is keeping up to date with her former field of work, planning to start a part time job in a year or two. It won't be easy to get back into the swing, nor is it easy to keep in touch as closely as Martha Long is doing through reading and meetings. But Martha has had her eyes open a long time. When she married and had four children, she thought that that was the answer: to be a real mother with a real family and give your whole life to it. She still thinks so, but lately she has been looking at her mother-in-law (who also had four children) and she can't help wondering about herself in the years to come.

The elder Mrs. Long was famous for being a wonderful mother, but is now a pathetic figure. Her married children don't live in the same city as she does, so she has few of the traditional joys of being a grandmother. During the years when the children were growing up, Mr. and Mrs. Long had discussed only family matters and, since there were so many children, so many matters, they hardly realized that they shared nothing else. Now Mr. Long, a publisher with many literary acquaintances, is frankly bored with his wife and seeks the company of others. The children, though devoted out of habit, either ignore their mother or talk down to her.

### *A person in her own right*

Watching her mother-in-law has made Martha determined to be a person in her own right. Moreover, Martha realizes that her development as a person has great value for her children. Too often, she knows, women who feel their usefulness diminishing, cling to their adolescent children at just the time when they should be giving them the sense of freedom and independence which they need for their own normal growth. Nor does Martha want to be the kind of woman who tries to live out her own life through the lives of her children.

Most young women are not much absorbed in thoughts of the future. It would certainly be a pity to worry so much about the future that one spoiled the present. Nevertheless, a realistic awareness of the future is helpful at every stage. Often we hear young housewives saying, "I wish they'd taught me cooking and

housekeeping at college." Or older women saying, "I wish I'd kept up with my music," or "I wish I'd kept up with psychology." At each successive stage, they were quite ignorant of what the next one would be like. Of course they found out—anyone can learn from his own experience. But then it may be too late.

### *"You'll never be like that"*

One mother of forty-five who is disappointed in her own life is trying to help her daughter plan things differently. Her life is not a tragedy. Her husband is doing well in business. Her children, a boy and a girl, are both enrolled in good colleges. She herself is talented and has done a bit of writing and painting in her twenty-three years of married life. But she has nothing to do all day that seems important or satisfying. She has tried looking for a job, but none that she can get seems suitable for a woman of her age. She feels that if she had really trained herself in one of her small talents, she might now be able to occupy her time in a rewarding way.

Her daughter, Christine, seems like her in many respects, especially in being what one calls "generally gifted" without having one great talent or burning ambition. The mother is trying to get Christine to choose one field of interest and to discipline herself in it thoroughly. But Christine is engaged to be married to a young man who loves her and thinks her efforts to pin down an occupation for herself are ridiculous. When she points out her mother's discontent, he says, "You'll never be like that, darling!" And she believes him.

Her mother's efforts could only make sense to a girl like Christine if some plan such as she suggests were enthusiastically approved by her future husband, and if it were taken for granted by other people that a woman no longer needed by her children would naturally go back to her old field of interest, or on to something else.

Shortly after the end of World War II, the superintendent of schools in one of the western states was extolling the patriotic contributions made during the emergency by mothers who had formerly been teachers. "We could not have kept our schools running without

their splendid help!" (This was true in all parts of the country, by the way, and true also of hospitals staffed by former nurses.) When the superintendent was asked what he was going to do with these fine women now that the emergency was over he replied "Why, they're going back home, of course."

And back they went—regardless of their competence or personal desires. They, like the nurses, went back to wait for the next emergency, and to join the large army of stand-by women who have, in normal times, no opportunity to use their training and experience.

### ***No purpose, no satisfaction***

However large or dissatisfied this army becomes, we do not want to see its members regimented; we would like them to have the freedom to live as each one of them wants to live. We believe, however, that the present state of affairs for middle-aged women in many groups is not one of freedom. It is rather one of aimlessness and confusion leading to irresponsibility and, inevitably, to a sense of futility. The woman who is a little bit interested in gardening, a bit interested in the Women's Town Improvement Association, a bit interested in reading may be very busy, but there is no aim or purpose in anything she does and, therefore, no satisfaction of achievement.

Nor is it enough for a woman who is strong and able and far from old or tired to feel that she *has* raised a family, however splendid. People need the satisfaction of participating, of being useful. Having participated once, having been of use in the past, isn't enough. Life goes on and most of us want to go on with it. While youth has its special charm, life can be lived so that each age has its value, so that one's life increases in meaning, richness and flavor.

### ***The need to belong***

Along with the universal need to have some present responsibilities and useful activity, goes the desire to identify with something larger than oneself. Men usually satisfy this need through their work. In the days of large families and relatively short lives, a woman normally satisfied this need through her family

and her household. When she became a grandmother, her family became larger, not smaller, for she didn't move into a streamlined apartment with her husband. Grandmother was still a member, an active participant, of the household. The family as a whole could continue to give her the emotional satisfaction she needed and the feeling, though probably it was not verbalized: this is what I have created. This sort of family life has largely faded out today, and it is no longer easy for a woman to satisfy her need for belonging and participating through the family alone.

Some women find outlets and satisfaction through reading, playing a musical instrument, gardening or some other stimulating or creative activity. Some enjoy activity when it is done with others; some honestly prefer to remain alone. Tastes in the use of leisure vary tremendously among people, and well-spent leisure has as much value as work.

But perpetual idleness, the passing of time with not even a day-dream to show for it, seems to satisfy very few healthy people, either men or women. Many people, indeed, seem to consider that simply being a woman is a vocation. We consider the assumptions underlying this idea utterly wrong.

### ***Work: a good answer***

Not for moral reasons then, but for these other reasons, based on fundamental psychological and emotional needs, and upon the special set-up of modern families, we think that women will find work the way to a happier life. Most of the "lost" women trying to find themselves also feel that they will find themselves through useful work. You can see evidence of this in the striking and sometimes appalling response to appeals for volunteers. When the Child Study Association of America, for example, announced at the beginning of World War II that it was opening classes to train volunteers for child care services (women with at least a high school education and some experience with children), those in charge hoped to enroll 25 to 30 aides. On the appointed day more than 300 appeared—former teachers, social workers, trained nurses—and one woman with an M.D. degree. Many of



these had children who no longer needed them all day and were pitifully eager to do something useful. There was no question of getting paid.

Since the end of the war the number of middle-aged and older women has become so large, and their life expectancy so great, that the special problems of this group have received much publicity. Many of them are widows, and this seems to make it easier for people to take seriously their longing to feel some purpose in life. But none of the other women like to be superfluous either. All over the country much thought is being given the question of re-educating the women of forty to fifty.

It does seem logical to meet this problem when the need is urgent, when a woman presumably knows what she would really like to do and sees the world untinted by youth's rosy-colored glasses. But by that time, there is an added difficulty. When a woman has had years of doing things her own way, it is hard to re-educate her. And while the life of a typical mother is very demanding, it is also true that she does her work in her own way, at her own pace, at whatever hour of the day or night it suits her. So accustomed do many women become to doing things this way that even quite young ones find it hard to co-operate with other people. It's not that working with others necessarily demands more flexibility than is demanded of the housewife; but it is a different kind of discipline, a different kind of adaptability. Unfortunately it's something which usually can't be acquired at will when a woman reaches the age of forty-five.

And one other point is worth considering: the little jobs consisting of helping with odds and ends are best done by women with young children, who are themselves usually young and with only odds and ends of time to give. At this stage, most young women find it refreshing to be able simply to say good-bye to their children for two hours and to say hello to a few adults who are working together on some worthwhile undertaking. The actual work they do does not have to be very thrilling or important. But by doing these apprentice jobs with enthusiasm and responsibility over a number of years they can often work up to

something truly satisfying by the time they have more hours and more maturity to offer. If, on the other hand, a woman starts at forty or fifty to offer herself for a job without experience behind her, she is usually fitted only for the dull little jobs which at this stage cannot satisfy her.

The adjective "rusty" has become such a cliché as applied to educated women of middle age that it is hardly necessary to point out that you cannot wrap up skill and information, techniques and ways of thinking, put them on ice for twenty years and then expect them to be as good as new. On the other hand it's hardly necessary to keep using all one's equipment every day, or even every year, for fear of becoming rusty. The corrosion of rust is partly a matter of time, but it's also a matter of atmosphere—in this case, of one's personal attitude. Of course, it's easier to pick up after three or five years than after fifteen or twenty, but that is not the whole story. Some women can become rusty very quickly—in a year or two—if they begin to think of themselves as "having given that up," and as becoming "just housewives," and of their part in the world's work as long ago and far away in a never-to-be-returned-to land.

### *Perspective may help*

On the other hand, we have seen women give up a definite profession (in one case law; in another child guidance) and go back to it *better than ever* after a lapse of fifteen years. One of the things we learned during World War II was that a totally new experience, a whole new way of life, can give one perspective and a sense of proportion toward one's old life. Actually, many men came back to their civilian work with increased maturity and insight, and even changed their field of work. Likewise, women can learn much if, when they immerse themselves in their children, they do so with the assurance deep in their hearts that they will eventually emerge. A good family life can increase a woman's knowledge and insight as well as develop her warmth and tenderness.

Now, such a life pattern—establishing oneself in a definite profession or field, taking out

*Continued on page 35*

# Science says-

## Children need preparation for tonsillectomy

*Several years ago, CHILD STUDY published an article by David M. Levy, M.D., titled Psychic Trauma of Operations in Children. Dr. Levy, who wrote of this subject from the psychiatric point of view, ended by saying, "No doubt, in time, the surgeon will consider the psychic response of his patient before, during and after the operation as intimate a part of his problem as the surgical technique." Dr. Coleman is such a surgeon, and in the following article\* he strongly supports and supplements the views of the psychiatrist.*

There is now universal acceptance of the relationship between emotional experiences of childhood and the behavior patterns of adults. Since it has been repeatedly demonstrated that even a single significant incident in early years may have an enduring effect on the emotional status of the adult, it is necessary for us as surgeons to alter many of our techniques in the light of this concept, and, in our preoperative calculations, to take account of the emotional trauma associated with any surgical procedure. For improper and unplanned approach to childhood surgery may be the causes of many disturbing neuroticisms.

Tonsillectomy with adenoidectomy is the most frequent single operation of childhood, numbered in the hundreds of thousands yearly, and we, as otolaryngologic surgeons, cannot overstate the importance of a carefully planned approach to the tonsillectomy experience.

Tonsillectomy is one of the very few single operative procedures in childhood which can be anticipated and planned for. In most instances, this operation represents the first and only admission of the child to a hospital and is the first painful separation of the child from its home and security.

The effect of this sudden dislocation on the emotional security and happiness of the child is the basis for our study. The data that we have accumulated both from our own experience and, more significantly, from that of established neuropsychiatrists are startling evidence of the adult personality distortion directly traceable to improperly handled childhood surgery. For personal substantiation you need but inquire into the recollection of your own tonsillectomy or into those of your family and friends. The fact that one may have forgotten the experience in no way minimizes its traumatic significance. The analytic student might even claim that this very amnesia is part and parcel of the blockading pattern so often responsible for adult neuroticisms.

Let us arbitrarily create a typical composite picture of the preoperative and postoperative story of most tonsillectomized children—children who have not had the benefits of adequate emotional preparation. Note how closely your own personal experience fits into this story. Note further that, although the details may vary, the character of the impact is constant and becomes more clearly defined in retrospect.

When the child is brought to the doctor's office, usually under protest, examination is

\* Adapted from an article, "The Psychologic Implications of Tonsillectomy," which appeared in the *New York State Journal of Medicine*, Vol. 50, No. 10, May 15, 1950.



made by the otolaryngologist who sincerely tries to develop a pleasant relationship with the child. Failure to establish this rapport can sometimes be traced to a lack of understanding of the child's inner disturbance. We must not forget that often the child who is seemingly "well-behaved" is the very one who is suppressing the greatest fear. All surgical indications being present, operation is advised, a date is arranged, and the setting for an apparently casual experience for the child is thought to be complete.

Except in those instances where parents and surgeon are attuned to the importance of careful psychologic preparation, the stream of injustices to the patient is now begun. The child is given the impression that on a particular day a new and interesting experience will take place. At this point there are limitless variations to the parents' pragmatic lie. Case reports reveal that most children go for their tonsillectomies with little more information than that they are going to the hospital, and will have "lots of ice-cream." In many instances children are actually told that they are going to visit a favorite relative or to enjoy a wonderful surprise.

All this, of course, melts into nothingness when the child first realizes the obvious trickery. His anticipated joy becomes a dream with a rude awakening when he finds himself suddenly confined to a hospital room, certainly far removed from the scene of his imagined pleasure. Strange, serious, white-robed people are milling about him, and he is immediately undressed and, at a confusing time of day, placed in bed. Add to this the picture of the tense mother, wondering whether her decision is right and already blaming herself for inflicting all this on the child, who seems to look particularly healthy to her at this moment! It is exceedingly difficult for any of us to comprehend the true impact of such terror, confusion, and disappointment on the child. There is the immediate resentment at having been lied to and tricked into a situation, and there is the painful distrust the child suddenly feels for the parent.

Deprived of his breakfast with no adequate

*Continued on page 42*

By Flora Straus

## Have the "must" books grown musty?

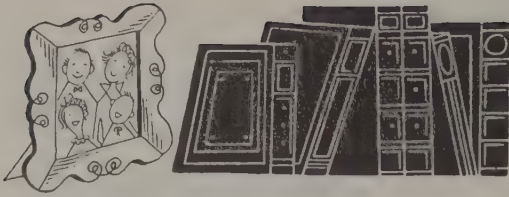
As we welcome each year the superb new books that bring to young readers so much of beauty and understanding, humor and fantasy, science and history, we still find ourselves turning with affection to the books we knew as children. On the book counters today we find no dearth of fine reprints of time-honored classics. These have a special appeal to the adult buyer, not only because their titles have the sanction of tradition, but also because they are frequently good book-buying values: either they are less expensive than new books because copyrights have expired—or, if expensive, they are handsomely illustrated and excellently printed. They lure adults with nostalgic memories of their own reading experiences which may give importance to a remembered book far beyond its reading value.

Rereading them today we may find that some of our old favorites have grown musty. We may note, with some surprise, the slow pace, the long discursive sentences, the pages and pages of descriptive prose which often block the movement of the story, especially for our faster-paced youngsters. We need to remind ourselves that in our own youth these books had fewer competitors, and we more leisure.

Literary-minded parents, however, will still agree on certain "must" books: "How can a child grow up without *Alice in Wonderland*, or the *Just So Stories*, or Dickens' *Christmas Carol*? Isn't a part of his cultural heritage bound up in *Robinson Crusoe*, *Robin Hood*, and *Treasure Island*?"

Yes. But in presenting these classics to our children we need to be aware of the same criteria we use in selecting contemporary books. We must, to begin with, consider the readi-

*Continued on page 40*



## Book reviews

### **Brothers and Sisters**

By Edith G. Neisser

New York: Harper & Bros., 1951. \$3.00.

This book is addressed to the problem of "how to deal sensibly and constructively with the normal jealousy and friction between children in the same family." Presenting its case material in a remarkably warm, anecdotal style, it should convey to its readers the understanding and reassurance which many of them need.

Without going deeply into the dynamics of rivalry and jealousy between children in the same family, the author establishes a sound point of view about the inevitability of some discord, and suggests techniques for minimizing it. She stresses that acceptance of the facts is the beginning of wisdom for parents. Only when adults recognize that young children are bound to feel some hostility towards one another, or towards one or both of their parents, can they handle the resulting situations wisely.

She also emphasizes, however, that parents need be concerned seriously only when resentment, withdrawal, or competitiveness, is the sole or the typical response of a child to all situations. When such seems to be the trend, and when real interest, kindness and patience are unavailing, then she recommends professional consultation.

This is an unusually good and thorough treatment of the subject, exploring the situation of an only child, of a girl with brothers, or with older sisters or younger ones, a girl in the middle, a boy in the middle, and so on, and including an exceptionally full chapter on twinship. The only position in the family not fully explored is that of the parent!

To be sure, the book is about brothers and sisters and the author may have felt that she

must limit herself to one topic and one generation. Many parents, however, are still engaged in acting out a childhood drama of their own, the role of the hated little sister, perhaps, being played now by an offspring or marriage partner. Calling the reader's attention to such a possibility will not, of course, eliminate it, but the book would be a little better balanced if more discussion along these lines had been included. Some consideration of the parents' own problems also might have prevented the slight feeling of inadequacy and envy that arises on reading about so many mothers and fathers who exude good-will and team spirit even in the face of confusion about their children. Surely there are homes where it is not only the children who produce friction!

There is a great deal of value in the book, despite this. Notes on where and how to seek help are clear and unalarming; bibliographies are not long but are well selected. Parent educators should find the book useful for its careful arrangement of material, and parents are bound to be both reassured and stimulated by its kindness and good sense.

HELEN STEERS BURGESS

### **Maternal Care and Mental Health**

World Health Organization: Monograph Series. Columbia University Press, Distributors, 1951. \$2.00.

Nearly four years ago, when the Social Commission of the United Nations undertook to make a study of "the needs of children homeless in their native country," the World Health Organization offered to contribute a study of the mental health aspects of the problem. Dr. John Bowlby, of the Tavistock Clinic, London, was appointed WHO Consultant on Mental Health, in charge of this project. He began his research by visiting the United States and several European countries, discussing the problem with child care workers, seeing as much as possible of their work, and reading the literature. The resulting report, embodying his findings and those of his colleagues, sheds light both on the causes and possible



# Understanding Children's Play

**RUTH E. HARTLEY, LAWRENCE K. FRANK, and ROBERT M. GOLDENSON.** This book, the recorded observations on some 180 children from two to six years of age and from varied cultural and national backgrounds, focuses on the specific ways in which play and creative and expressive activities serve as sensitive indicators of the development of the child's personality and enable him to put his impulses, feelings, and fantasies into actions—to "play out" his problems. The book contains chapters on dramatic play, block play, water play, use of graphic materials, finger painting, and music and rhythm. The unique advantages of each activity are fully described, and practical suggestions are given for achieving maximum usefulness. There are vivid recordings throughout the book of children actually at play as well as background material and evaluations. The appendix lists helpful suggestions for observing and interpreting young children's play. *Illus.* **\$3.50**

*The following two booklets are published in conjunction with the above book and contain additional material derived from the study.*

## Growing through Play

**EXPERIENCES OF TEDDY AND BUD**

**RUTH E. HARTLEY.** Shows how two boys reveal their personal problems in their approach to various play activities. Accompanying comments suggest methods of observing such activities fruitfully.

*paper, 75c*

## New Play Experience for Children

**PLANNED PLAY GROUPS,**

**MINIATURE LIFE TOYS, AND PUPPETS**

**RUTH E. HARTLEY, LAWRENCE K. FRANK, and ROBERT M. GOLDENSON.** Presents the records and results of exploration with new play methods that hold considerable promise for understanding and helping the child. *paper, 75c*

**COLUMBIA UNIVERSITY  
PRESS • NEW YORK 27 N. Y.**

means of preventing mental ill-health, and indirectly, on the dynamics of good health.

Dr. Bowlby found "a remarkably high level of agreement" as to the underlying principles of mental health, and the methods of safeguarding it. Perhaps the most fundamental of these principles is the paramount importance of the mother-child relationship in early life—the need for the infant and young child to "experience a warm, intimate and continuous relationship with the mother (or permanent mother-substitute) in which both find satisfaction and enjoyment." Further, the family, even the "bad" one, is considered better than a good institution or foster home. "However devoted foster-parents or house-mothers may be," Dr. Bowlby says, "they have not the same sense of absolute obligation to the child which all but the worst parents possess . . . from (the child's) point of view, there is no one like his real parents." The whole report may be looked upon as a powerful plea for giving priority, in family welfare planning, to measures which will further good family relationships, and especially good mother-child relations. This, it is felt, will be the most effective means of insuring that harmonious development of personality which is the greatest bulwark against mental ill-health and its attendant evils.

The scope of the study is broad, including social and economic as well as medical and psychiatric aspects of the subject. It is divided into two parts, the first dealing with the adverse effects of "maternal deprivation," the second with its prevention. "Maternal deprivation" is defined as a lack of the early mother-child relationship. This may be complete, as when the child is cared for in an institution where there is no one person to give him security; or partial, when he has some satisfaction through the love of an interested individual. It is significant that different circumstances under which deprivation occurs seem to determine the form of the resulting personality distortion. The child may become anti-social and hostile, or isolated and asocial, depending upon the age at which he suffered deprivation, and on whether it was continuous, or interrupted by periods of satisfaction. Dr. Bowlby concluded that, while it is certain that

"prolonged deprivation of maternal care may have far-reaching effects" on the child's future development, our knowledge of details is deplorably small, and there is pressing need of further research.

Part II deals with the causes and possible prevention of family failures. The author urges that research workers in the social sciences collaborate to develop effective ways of preventing maternal deprivation. No less important is thorough training of social workers in an understanding of unconscious motivations, as well as in techniques of child and family welfare.

The reasoned discussion in this report, supplemented by graphs and statistics, affords convincing support to its conclusions. Although there has been no attempt to popularize these findings, the style in which they are presented is smooth and informal: it is apparent that Dr. Bowlby believes that the true purpose of statistics in this field is to tell the story of how real, flesh-and-blood parents and children behave in different settings and under different circumstances. It is also a solid satisfaction for the reader to know that this is not just what *one* individual, representing *one* school of thought, believes; it is a distillation of the experience of countless professional workers throughout the western world.

FRANCES H. JAMEISON

### Day Care Packets

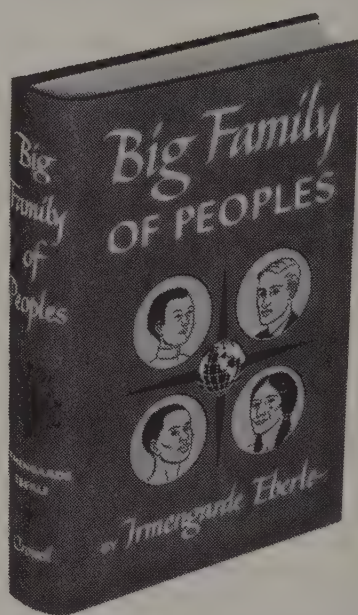
Issued by the Child Welfare League of America  
 Packet #2, \$2.50\*

The need for more day care programs for the children of our millions of employed mothers has already been discussed in this issue.<sup>†</sup> But as the mother goes off to work, it is certainly not enough for her to know that she has found a place to "park" her child. She must have some assurance that the place and people which will substitute for home and family during her absence are, at the very least, adequate—that they meet certain sound and test-

\* To order, write the League at 24 W. 40th St., New York 18, N. Y.

† See "What Ain't, Won't," by Gerel Rubien, page 11.

## A book about the brotherhood of man



**By Irmengarde Eberle**

Introduction by Dr. Ethel J. Alpenfels,  
 School of Education, New York University

A fascinating, informative book on the different races and nationalities of the world—giving young readers of 12 to 16 a vivid understanding of the fact that "all men are brothers."

Told with simplicity, clarity and graphic examples, *Big Family of Peoples* relates how mankind changed into peoples of different races, different nationalities, and how these people kept mixing through the centuries—from Egypt and China, through England and France, to the "melting pot" in the United States today. To make her story even more meaningful, the author not only reveals the growth of nations—but shows it, too, in the lives of people, in brief sketches of important men and women.

**Ages 12-16. \$3.00**



**THOMAS Y. CROWELL CO.**  
 432 Fourth Ave. • New York 16



ed standards. How can she find out what these standards are, and whether the particular agency to which she is entrusting her child conforms to them?

A great many specialists and agencies have studied and formulated standards for day care programs, whether these are called day nurseries, day care centers, child care centers, nursery schools, play groups or kindergartens, and a study of all the resultant materials would be utterly impractical for most parents. Most helpful, therefore, is the service of the Child Welfare League of America in issuing a series of Day Care Packets which contain numerous authoritative pamphlets and articles from carefully selected sources. Of these packets, the second one especially will be of interest and help to the mother looking for day care facilities in her community.

Here, for instance, is a brief, neatly organized flyer on *Some Ways of Distinguishing a Good Nursery School*, published by the National Association of Nursery Education. Listing seventeen assets which a nursery school should possess before it can be called "good," it states basic criteria for physical set-up, staff qualifications, general aims and attitudes, and relationship with parents and with the rest of the community.

A more extended discussion of these points, and others, is to be found in *A Guide for the Development of Day Care programs*, issued by the Child Welfare League itself, and in the Report of the Children's Bureau on a recent Conference on Planning for Day Care and Extended School Services in Areas Affected by Mobilization. These go more deeply into the fundamental philosophy of day care and specific ways of translating such aims into actual working programs.

"The decision as to gainful employment by the mother with young children," says the Children's Bureau report, "should in all cases be an individual decision, made by the woman herself, in the light of the particular conditions prevailing in her home and the community facilities available for meeting family needs and for giving satisfactory care to her children." In other words, despite economic pressures that sometimes seem to leave little room

for choice, there *are* alternatives, and where a mother does not want to work outside her home, or for some reason, really should not, such possibilities as Aid to Dependent Children should be carefully explored.

That there is more to think about than the budget in this situation is clear from a reading of *Should Mothers Work?* another item in the packet. Written by Irene M. Josselyn, M.D., and Ruth Schley Goldman, and originally printed in the *Social Service Review*, this article deals largely with psychological factors. The authors here point out that a job outside the home may have poor or good effects on the relationship between mother and child, and that "A full evaluation of the emotional and social needs of both" is quite as essential as an appraisal, on the one hand, of the economic picture and, on the other, the investigation of day care facilities.

Since it is generally agreed that children under three do not, as a rule, thrive in day care groups, the mother of very little children will want to know what homemaker and foster-family day care services have to offer, and these are discussed in materials from the Children's Bureau (*Mothers for a Day; Policy of the Children's Bureau on the Care of Infants*) and in a digest of a paper given at a National Conference of Social Work. Altogether, with these and other materials, the packet offers guidance on many aspects of a knotty question. Parents who want to avoid the consequences of a snap judgement, and all people interested in this relatively new extension of our educational system, will find it of great value.

MARGARET C. DAWSON

## SUMMER'S CHILDREN

by BARBARA MORGAN

*Introduction by Dr. Mary Fisher Langmuir, Prof. of Child Study at Vassar College, and foreword by Helen Haskell.* SUMMER'S CHILDREN is a photographic cycle of life at summer camp. An invaluable guide for parents, educators, doctors—all who work with children. 140 pages of picture sequences, 15 pages of text indicate the atmosphere, group relationships, and activities that create satisfaction and wholesome growth of children at camp.

\$5.00 per copy postpaid

MORGAN & MORGAN, *Publishers*  
High Point Road                      Scarsdale, N. Y.

## Books of 1951

*This list is an annual supplement to which additions will be made in the next issue of CHILD STUDY. It is designed to be used in conjunction with "The Parents' Bookshelf," a short comprehensive list, and "The Child, The Family, The Community," an extensive bibliography published in the Spring of 1947 which re-evaluated the literature of the last two decades in this field. The classifications under which the following books have been grouped are not mutually exclusive; the reader is urged to scan all of the books on the list before making his selection.*

### Principally for parents

**THE ADOPTED FAMILY.** (2 vols. boxed) By Florence Rondell and Ruth Michaels. Foreword by Viola W. Bernard, M.D. Crown Publishers, 1951. 64 & 24 pp. \$2.50. Book I offers guidance to adoptive parents in the management of adoption, in answering the child's questions at successive ages and in relation also to the community. Book II is a picture-story of his adoption to be read to the child himself, entitled *The Family That Grew*.

**THE ADOLESCENT.** By Marynia F. Farnham, M.D. Harper & Bros., 1951. 243 pp. \$3.00. The social, emotional and physiological factors which characterize this period of growing up, presented with insight and warmth. Includes advice to parents based on the author's psychiatric practice as well as on her own experience with an adolescent daughter.

**ALL IN THE FAMILY.** By Rhoda W. Bacmeister. Appleton-Century-Crofts, 1951. 298 pp. \$3.00. A simple and practical approach to the many day-to-day problems of family living, with guideposts to friendly and wholesome relationships within the family.

**AMERICA'S BABY BOOK.** Prepared under the auspices of the New York Herald Tribune Home Institute by John C. Montgomery, M.D. and Margaret Jane Suydam. Charles Scribner's Sons, 1951. 457 pp. \$3.50. A guide to infant and child care with detailed consideration of home management. Sound reasoning combined with many helpful hints for both mothers and fathers.

**AN AMPLE FIELD:** Books and Young People. By Amelia H. Munson. American Library Association, 1950. 122 pp. \$3.00. A thoughtful, warm and understanding guide to the reading needs and interests of young people.

**BROTHERS AND SISTERS.** By Edith G. Neisser. Harper & Bros., 1951. 241 pp. \$3.00. Warm, simple and competent discussion of the friction and jealousy to be found in normal children in

the same family, and of constructive ways of handling the problem. Includes a chapter on twins.

**CONSIDER THE CHILDREN—How They Grow.** By Elizabeth M. Manwell and Sophia L. Fahs. Beacon Press, revised edition 1951. 201 pp. \$2.50. A revised and expanded edition of the authors' warm and wise presentation of the needs of children up to five, with emphasis on their growth in religious experiences.

**FATHERS ARE PARENTS, TOO: A Constructive Guide to Successful Fatherhood.** By O. Spurgeon English, M.D. and Constance J. Foster. G. P. Putnam's Sons, 1951. 304 pp. \$3.75. A readable, non-technical explanation of child development and family relations based on psychoanalytic concepts, which stresses the father's contribution to the emotional health of all the family members.

**HOW GOOD IS YOUR SCHOOL? A Handbook to Help Parents.** By Wilbur A. Yauch. Harper & Bros., 1951. 213 pp. \$2.75. A simple, friendly interpretation of current educational practices at their best. Written as a guide to parents to show them how to judge the quality of their local schools and how to work to improve it.

**HOW TO HELP YOUR CHILD WITH MUSIC.** By M. Emmett Wilson. Henry Schuman, 1951. 170 pp. \$3.00. A concise and practical guide for parents suggesting ways of helping their children to develop musically. Includes information about the different instruments and their use.

**INTRODUCTION TO MOTHERHOOD.** By Grantly Dick Read, M.D. Harper & Bros., 1951. 104 pp. \$1.75. The originator of the "natural childbirth" method writes a reassuring and informative primer for the expectant mother, with possibly some overemphasis on the extreme importance of breast feeding under all conditions.

**PLANNED PARENTHOOD: A Practical Guide to Birth-Control Methods.** By Abraham Stone, M.D. and Norman E. Himes. Viking Press, 1951. 221 pp. \$3.75. Thoughtful, well-rounded discussion of planned parenthood, including practical methods of birth control. A thorough-going revision of an



earlier book, pointing up radical changes in world-wide attitudes on this subject.

**SUMMER'S CHILDREN.** By Barbara Morgan. Morgan & Morgan, 1951. \$5.00. Delightful photographs record the fun and learning of children's camp experiences. Prefatory notes by Helen Haskell, and an introduction by Mary Fisher Langmuir present a sound and instructive philosophy of camping.

**YOUR BEST FRIENDS ARE YOUR CHILDREN: A Guide to Enjoying Parenthood.** By Agnes E. Benedict and Adele Franklin. Appleton-Century-Crofts, 1951. 317 pp. \$3.00. A friendly discussion of how lasting companionship between parents and children can be built up in the course of normal family living.

**UNDERSTANDING YOUR SON'S ADOLESCENCE.** By J. Roswell Gallagher, M. D. Little, Brown & Co., 1951. 212 pp. \$3.00. A readable, practical and reassuring discussion of the nature and needs of the adolescent boy, written by a physician widely experienced with boys of this age.

### *Primarily for teachers*

**ADVENTURE INTO POETRY.** By Flora J. Arnstein. Stanford University Press, 1951. 217 pp. \$3.00. An inspired teacher records her own experiences in helping children to creative expression and enjoyment of poetry.

**THE ART OF GROUP DISCIPLINE: A Mental Hygiene Approach to Leadership.** By Rudolph M. Wittenberg. Association Press, 1951. 124 pp. \$3.00. An original analysis of the development of healthy group discipline as a democratic process, of interest to parents but especially valuable to leaders and teachers.

**THE ARTIST IN EACH OF US.** By Florence Cane. Pantheon Books, 1951. 370 pp. \$6.50. A fascinating account of the work of a pioneer in new methods of art education in which she sees free art expression as a force in the growth and development of an integrated personality. Valuable for teachers and parents.

**THE GIFTED CHILD.** Edited by Paul Witty, the American Association for Gifted Children. D. C. Heath & Co., 1951. 338 pp. \$4.00. An outstanding collection of non-technical papers by leading authorities on the problems of gifted children, and how to help them find their places in the home, the school and the community.

**GROWTH AND DEVELOPMENT OF THE PREADOLESCENT CHILD.** By Arthur Witt Blair and William H. Burton. Appleton-Century-Crofts, 1951. 221 pp. \$2.25. A helpful discussion based on data previously gathered, of the growth and behavior, social attitudes and adjustment problems of children during the preadolescent period.

**MUSIC AND THE CLASSROOM TEACHER.** By James L. Mursell. Silver Burdett Co., 1951. 304 pp. \$3.00. A readable guide to the broad teaching of music appreciation and music expression in the school program, sensible and practical in its suggestions.

**THIS IS TEACHING.** By Marie L. Rasey. Harper & Bros., 1950. 217 pp. \$3.00. A provocative presentation between a teacher and seventeen students, illustrating one way in which teaching and the learning process are carried on at the college level to foster the free growth of the whole person.

### *Of community interest*

**THE ATTACK ON THE AMERICAN SECULAR SCHOOL.** By V. T. Thayer. Beacon Press, 1951. 257 pp. \$3.00. An important historical presentation of the development of secularism in our schools. Well documented, scholarly, and valuable for parents and educators.

**CHILDREN OF EUROPE: A Study of the Children of Liberated Countries.** By Dorothy Macardle. Beacon Press, 1951. 349 pp. \$3.75. A grim report of the suffering and deprivations of millions of children growing up in Europe today, which evaluates the results of these experiences and the vast services needed for "healing and atonement."

**CHRISTIANS AND JEWS: A Psychoanalytic Study.** By Rudolph M. Lowenstein, M.D. International Universities Press, 1951. 224 pp. \$3.25. A psychiatrist analyzes the phenomenon of anti-semitism, its causes and the problems that stem from it. A clarifying discussion addressed to the lay reader.

**EDUCATION FOR A WORLD SOCIETY: Promising Practices Today.** Edited by Christian O. Arndt and Samuel Everett. Harper & Bros., 1951. 273 pp. \$3.50. Fifteen authorities analyze what education can do to develop international understanding for the practical realization of a world society. The eleventh yearbook of the John Dewey Society.

**GROWTH AND CULTURE: A Photographic Study of Balinese Childhood.** By Margaret Mead and Frances Cook MacGregor. Photos by Gregory Bateson. G. P. Putnam's Sons, 1951. 223 pp. \$7.50. The effects of culture on human growth and development are emphasized by fascinating and copious photographs of Balinese children, arranged in meaningful sequences.

**HUMAN FERTILITY: The Modern Dilemma.** By Robert C. Cook. William Sloane Associates, 1951. 380 pp. \$4.50. A thought-provoking discussion of biology and genetics and the effects of over-crowding on standards of living in our own country and throughout the world, pointing toward the need for intelligent planned parenthood. Well-written for the lay reader.

**LIVING WITHOUT HATE: Scientific Approaches to Human Relations.** By Alfred J. Marrow. Harper & Bros., 1951. 269 pp. \$3.50. Studies of the nature and causes of tensions between people and methods by which these tensions may be relieved and people brought to be good neighbors. Based on the work of Kurt Lewin. A challenging evaluation for professional workers and parents.

**MATERNAL CARE AND MENTAL HEALTH.** By John Bowlby, M.D. World Health Organization, distributed by Columbia University Press, 1951. 175 pp. \$2.00. A comprehensive report on the importance of early mother-child relationships to mental health, which combines a wealth of statistical data with warm understanding of its application to the individual. For professional workers.

**SEX OFFENSES: The Problem, Causes and Prevention.** By Manfred S. Guttmacher, M.D. W. W. Norton & Co., 1951. 159 pp. \$2.50. An authoritative discussion of the controversial subject of sex offenses which helps to clarify attitudes toward this imperfectly understood problem, and presents a constructive plan of prevention.

**STATEMENT ON RACE.** By Ashley Montagu. Henry Schuman, 1951. 172 pp. \$2.00. An important interpretation of the UNESCO Statement on Race Problems, briefly discussing the genetic as well as the social factors in racial characteristics and similarities.

**THIS HAPPENED IN PASADENA.** By David Hulburt. Macmillan, 1951. 166 pp. \$2.50. A provocative and challenging account of the crisis in Pasadena's public schools which resulted in the dismissal of a courageous school superintendent and the defeat, by sinister forces, of a free and forward-slanted educational philosophy.

**TELEVISION AND OUR CHILDREN.** By Robert Lewis Shayon. Longmans, Green & Co., Inc., 1951. 94 pp. \$1.50. Surveys the problems raised by TV in relation to children and suggests ways in which parents and the community may meet these.

### *Understanding human behavior*

**THE BASES OF HUMAN BEHAVIOR: A Biologic Approach to Psychiatry.** By Leon J. Saul, M.D. J. B. Lippincott Co., 1951. 150 pp. \$4.00. An explanation, in layman's language, of the ways in which emotional forces within the individual may affect his physical well-being and ultimately his social behavior and adjustment.

**THE PEOPLE IN YOUR LIFE: Psychiatry and Personal Relations.** Edited by Margaret M. Hughes. Alfred A. Knopf, 1951. 278 pp. \$3.50. A compilation of lectures on psychiatry given in a Town Hall series by ten authorities who discuss the mental hygiene aspects of interpersonal relationships in normal living.

## **A Program for Institutional Child Care**

# **CHILDREN in TROUBLE**

**by FRANK J. COHEN**

**Edited by Hermine I. Popper**

► This book offers a constructive method for the nonpunitive treatment of children in conflict with society. Based on the author's experience as Executive Director of New York City's Youth House, it is both a practical working manual and a philosophy of institutional child care.

*Children in Trouble* describes a combination of casework and group work techniques as applied to school-age children given to anti-social behavior. It covers the medical and psychiatric diagnosis, the problems of the very disturbed child, the participation of children in the conduct of their affairs, and the "permissive" approach used to help the child control his own actions.

The book also discusses the coordination and training of institutional staff. The program incorporates the methods of the Lavanburg Corner House Training Program for Institutional Personnel. Case histories and other illustrative material offer a cross section of the universal problems facing detention staffs and courts.

*Children in Trouble* shows how disturbed children can be directed toward normal, healthy growth rather than toward increasing hostility. It will be a helpful handbook for workers in the field, as well as a stimulating guide for all who deal with children in the school, in the recreation center and in the home.

**\$3.50 at all bookstores**

**W. W. NORTON & COMPANY**

**"Books That Live"**

101 Fifth Avenue, New York 3, N.Y.



**SELF-UNDERSTANDING:** Through Psychology and Religion. By Seward Hiltner. Charles Scribner's Sons, 1951. 224 pp. \$2.75. A serious yet readable attempt to reconcile the psychological and religious approaches to an understanding of the emotional factors in adjustment to life.

**UNDERSTANDING FEAR IN OURSELVES AND OTHERS.** By Bonaro W. Overstreet. Harper & Bros., 1951. 246 pp. \$3.00. An understanding interpretation of psychiatric knowledge about fears and their relation to everyday situations, in terms of education which will be useful for family and community living.

#### *More technical books*

**CHILDREN WHO HATE:** The Disorganization and Breakdown of Behavior Controls. By Fritz Redl and David Wineman. Free Press, 1951. 253 pp. \$3.50. An important research study of acute aggressive behavior in children in need of clinical treatment. Explores the way their controls break down and the "delinquent defenses" they build up against the adult world. To be followed by another book suggesting prevention and treatment of such behavior.

**AN EXPERIMENT IN THE PREVENTION OF DELINQUENCY.** By Edwin Powers and Helen

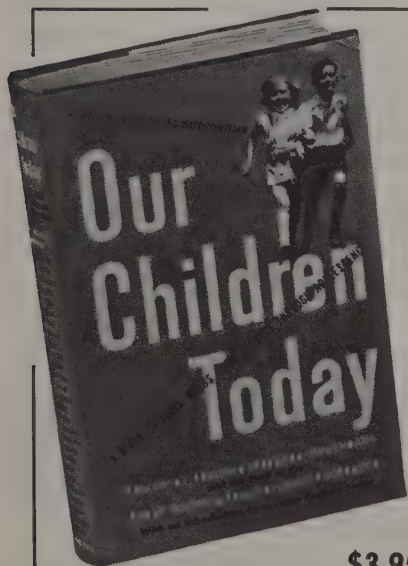
Witmer. Columbia University Press, 1951. 649 pp. \$6.00. A detailed and documented report of the Cambridge-Sommerville Youth Study, conducted over a period of ten years. The social causes of delinquency, and the efficacy of various types of treatment are evaluated in a book which should have great significance for future social policy.

**PROBLEMS OF INFANCY AND CHILDHOOD:** Transactions of the Fourth Conference on Infancy and Childhood. Edited by Milton J. E. Senn, M.D. Josiah Macy, Jr. Foundation, 1950. 181 pp. \$2.50.

**SYMPOSIUM ON THE HEALTHY PERSONALITY:** Transactions of the Fourth Conference on Infancy and Childhood. Edited by Milton J. E. Senn, M.D. Josiah Macy, Jr. Foundation, 1950. 298 pp. \$2.50.

These are verbatim reports of important recent conferences on infancy and childhood. For professional workers.

**THE PSYCHOANALYTIC STUDY OF THE CHILD, Vol. VI.** Edited by Ruth S. Eissler, M.D., Anna Freud, Heinz Hartmann, M.D., and Ernst Kris. International Universities Press, 1951. 398 pp. \$7.50. Problems and case studies in child development reported from the psychiatric and psychoanalytic viewpoint under authoritative editorship. Addressed to professional workers.



**\$3.95**

"One of the most comprehensive discussions of the problem in the literature about childhood."

—DR. SIMON DONIGER,  
Pastoral Psychology

## **The Child Study Association's own up-to-date guide on all phases of child development**

**A Symposium by 26 Authorities, edited by SIDONIE MATSNER GRUENBERG and the staff of the C. S. A.**

This unique round-up is designed to tell you what the outstanding experts know about children today. The book embodies the latest findings in child training, psychology, and growth—an indispensable guide to children's needs from infancy through adolescence, taking account of the profound living changes that have resulted from wartime and post-war conditions.

With chapters by Arnold Gesell, Anna Freud, Carl Binger, Fritz Redl, Goodwin Watson, Pearl Buck, and others and an introduction by Dorothy Canfield Fisher.

**THE VIKING PRESS • 18 East 48th St., New York 17**

## Fathers today

*Continued from page 5*

even in the delivery room, do we mean that he is wanted there merely so that he can hold her hand and make things easier for her, or because something is happening in which he has a vital and lasting part? Do we want him in the nursery just to tend to some of the infant's physical needs and to give the mother a rest, or because there should be developing a meaningful relationship between him and his new child? Fathers who had not taken an active part in helping to care for a first child, but did so for the second-born from its earliest weeks testify that they felt a closer bond to the younger child. From changing the baby's diapers, giving him the bottle, rocking him, there was an easy progression to the beginnings of play and on to "the little walks" or the telephone conversations young children delight in having with fathers.

### Community of interests

From these small external things develops a warm community of interests, and as the growing child responds more intelligently and sensitively, the relationship not only becomes more rewarding to the father but also builds up the child's capacity to do things on his own. To the young child, for instance, going to church may mean only doing something with father. But it may be on the basis of this sharing that he later develops his own religious interests. The same is true of children who have caught from their parents a real enjoyment of books, art and music. Often it is only the mother who

shares in these pursuits and some children later feel them to be unimportant for that very reason. A father's joining in such interests gives them greater richness and meaning for the future. To be sure, in all of this, the father's schedule comes in as significantly as his child's, and that means that some fathers will be limited in the amount of time they can give. Still, we are talking of qualitative, not quantitative sharing in his child's life.

A father who thus has been close to his child from the beginning, will be more ready to accept the adjustments necessary in small homes where the young child has insufficient play space of his own. This is not to suggest that the father must forfeit his books, his desk, his tools, to the exploring child—rather, a long-established, warm relationship will enable him to "come to terms." Similarly, in his relationship with his wife he will recognize that while the children are young their care must take precedence over model housekeeping.

### Interpreting the marriage

Not enough has been said about the father's opportunity to interpret to his children the quality of a good marital relationship. The father preparing together with the young child pleasant surprises for the mother, planning with him for the parents' wedding anniversary, or telling him stories of the days when he first knew mother, gives meaning to his role of husband as well as father. Such sharing with the young child will make it easier and more natural to face the problems of adolescence in these days of uncertain and changing sex mores when the father's own attitudes toward the



## HOLGATE TOYS *train as well as entertain*

**PUT "GROWTH" IN YOUR YOUNGSTER'S PLAY** with America's preferred educational toys. Designed by experts to fit the need of every pre-school age child ... to develop alertness, perception, coordination ... to encourage experimentation and dramatic play. Carefully play-tested. Approved by leading pediatricians and educators. At better stores everywhere...or send for illustrated literature.

### FREE

Colorful 16-page catalog of Holgate Toys, including selection chart showing toys suitable for each age from 6 months to 8 years.

HOLGATE BROTHERS CO.  
Kane, Pa., Dept. CS-91

Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ Zone \_\_\_\_\_ State \_\_\_\_\_





other sex can be either clarifying and reassuring or disturbing and confusing.

The father has an equally important function in interpreting to the young child the community of which he is a part. He will let him learn about his job through visits to the office, through a Saturday excursion to the factory, through a ride on a milk truck—not for “vocational” instruction but to give the child a positive feeling toward the job which deprives him so often of his father’s company. Again the child may not be able at all to understand the father’s participation in community affairs. But he will get the feeling that Dad is doing something that will help not just him but others as well.

It is important for children that father is “making the grade with other people.” Con-

versely good family relationships will help the father in his community life. If we believe in the value of democracy in personal as well as social patterns, we will recognize how clearly a person’s behavior in one sphere is reflected in the other: a good father is necessarily a more effective member of a democratic society.

Dr. Brock Chisholm, in his famous address, “A New Look at Child Health,” pointed out that “it is well worth our while to look at the way we were brought up, the way we were developed, and hope to find out what is wrong with us so that we may prevent our children from assuming those same patterns.” A sounder understanding of how the fathers of today can make their greatest contribution will also give us a sounder understanding of how we can better bring up the fathers of tomorrow.

## CSA briefs

### Overseas broadcast

Last December 13th, Woman’s World, a Voice of America presentation, went on the air with a discussion of the Child Study Association’s program. The history of the organization and various of its present activities were touched upon, and the processes of group discussion were further described by three of the mothers currently enrolled in a Child Study Association group for parents of five-to-nine-year-old children. Mrs. Aline B. Auerbach, who heads the Association’s Leadership Training and Parent Group work, led this part of the broadcast. The broadcast was beamed to Japan and the Far East, and was repeated the following Monday for transmission to Europe and the Near East.

### Parent discussion groups

As part of its ongoing program of parent groups, The Child Study Association is conducting at its headquarters three discussion groups, during the Spring season, for parents of children of different age levels. Two of these, for parents of children from infancy through four, and from five through nine, are held in the evening under the leadership of Terry Spitalny and Dr. Philip Zlatchin respectively, and are attended by fathers and mothers. The third group is held in the morning for mothers of children from ten to fourteen, under the leadership of Sylvia Brody. All groups meet for fifteen weekly sessions. Another parent discussion group was started last January in New Canaan, Conn., with Mrs. Aline B. Auerbach of the Child Study Association staff as leader.

### Meeting on education

At an evening meeting on January 15th, members of the Child Study Association of America and their guests heard Dr. Howard Lane speak on the subject: “Is it Back to the Three R’s?” Dr. Lane, who is Professor of Education at New York University, pointed out that children trained by modern methods, are, by actual test, more proficient than were the carefully drilled children of former generations. “Age for age,” he said, “they read more and better, think better in the realm of arithmetic, and use better language than ever before.” The issue, he maintained, was not the three R’s, but whether we are training our children to be freedom-loving, self-respecting, productive citizens, or obedient subjects. Pointing out that authoritarian education is characteristic of static and decadent nations, he urged active public concern as the best defense against those “self-appointed saviors of the American way of life who deplore our small gains in learning the ways of democracy with children.” Dr. Lane concluded with a plea that U.S. citizens do not, by default, allow the undermining of that “finest invention of man for his own improvement: the common school.”

### Advisory Council

At a recent meeting in New York City, the Child Study Association of America participated in organizing the Advisory Council on Participation of National Organizations to the National Midcentury Committee on Children and Youth. The New Advisory Council, embracing hundreds of organizations interested in child care, will assist the National Committee in following up the findings of the Midcentury White House Conference.

## Building a marriage

*Continued from page 8*

how the roles in marriage should be played. This often results in failure to adapt to any of the satisfactory variations of the marriage partnership. The husband who carries in his mind a stereotype of a household in which he alone is the breadwinner, with his wife always at the door to greet him upon his return from work, may find it very difficult to accept a new pattern if his wife finds that she can grow and adjust best by working outside the home. In the same way, a wife who really wishes to work outside the home may experience conflict in following her choice if she also holds to a stereotype of the conventional marriage roles. On the other hand, if either man or woman puts emotional attachment to a job above their attachment to one another, the partnership will not be likely to succeed. The partnership of marriage is built not upon the playing of any preconceived roles, but upon the emotional relationship between a husband and wife.

### ***Compromise and generosity***

What is really required is a readiness to give and take, to compromise, under exceptional circumstances to bargain, to be patient, and to give generously when a basis of understanding is reached. For there are different ways of resolving differences between two wills. Dominance of one or the other will is the most primitive. It usually does temporary violence to the desire of one. This may be well-accepted—at times of generous feelings of love it may even be welcomed as a means of showing affection. Such generosity of sentiment can be expected normally to reappear only if the relationship is a deeply satisfying one, and is to be regarded as one of the occasional extravagances of the feeling of love, rather than its normal expression. The relationship cannot be a deeply satisfying one unless it serves the needs and desires of both partners.

Constructive compromise constitutes a higher level of adjustment. The exploration of the possibilities of constructive compromise some-

times leads to a synthesis which meets fully the desires of both partners. The achievement of such a synthesis must be regarded as both a creative and fortunate solution of differences. Such a synthesis is the exception rather than the rule, but its occasional achievement can provide a depth of healthy satisfaction beyond that of dominance, submission, or compromise. For example, if the husband feels an active desire for physical and manual activity week-ends to offset a desk occupation and the wife has an intense need for companionship, both may find what they are seeking in teamwork on a project such as the planning, building and arranging of a week-end cabin, a recreation room in the attic or basement, landscaping the lot, or a sport or outing they can enjoy together.

Different needs and interests can cause deep friction in marriage or can add zest to it. The wife who often finds herself a book-widow or a fishing-widow may be resentful of being left out of her husband's activities, or she may encourage and support him in them, balancing them with a cultivation of interests of her own. A wife may have a love of classical music and a deep need for it which her husband does not share, but he may encourage her to buy records and concert tickets. A husband and wife do not have to share all their interests or to pretend that they enjoy each others activities or hobbies, but each should try to accept and support the interests of the other person. Although many people enjoy heightening a contrast of temperament by humor, ridicule is taboo. A husband and wife are usually happiest when they are able to balance their individual interests by mutual ones, so that their separate activities may bring a freshness into the relationship, while the shared interests help to hold it together.

### ***Keeping mentally alive***

Life never stands still. If it does not go forward, it tends to go backward. *Both* partners need to keep themselves mentally alive and growing lest the relationship become lopsided. Sometimes a husband buries himself in his job and fails to extend himself into the life of his



family and community or shuts his mind to ideas outside of his business while his wife remains alert to many other sides of life. Or a wife becomes engrossed in the physical care of her family and household and fails to grow in other aspects of her personality, while her husband continues to develop an awareness of and interest in the larger world.

### *Talk things over*

It is a great help in all the adjustments of the marriage partnership if the husband and wife can develop the practice of talking things over together. Few marriages, however fine, last for an entire lifetime without some serious difficulties. How these are met will test the basic strength of marriage. A common-sense attitude of keeping things in proportion, of accepting small irritations, of balancing the happenings of married life with a sense of humor, tends to lessen the frictions. But when serious difficulties do come, the facts should be weighed in the light of reality. Both partners will find it wise to try to set personal pride aside. However grave the difficulty, it should be balanced against all the assets of the marriage, and as soon as possible discussed realistically and with perspective. If the emotional over-tones are too great or the roots of the trouble too deep-seated it is wise to seek reliable professional help.

While a marriage partnership begins as a relationship between two people it usually expands to include children. The relationship between the man and woman then becomes a double one—for they are now not only a man and woman, husband and wife, but also mother and father. It is this double relationship which sometimes causes increased conflicts or difficulties. Too often the parental relationship, especially on the part of women, becomes paramount, and the basic marriage relationship is allowed to slide—sometimes almost to lapse. Unfortunately, this results in an impairment of both relationships, for next to the emotional maturity and individuality of the parents themselves, there is no element so valuable for successful parenthood as a warm and effective partnership.

It is most often the mother who submerges

herself in family life but a harmonious marriage, or harmonious family life, was never built on the sacrifice of any one individual in the family. Parents who remain people with interests and strengths of their own, have much more to give to each other and to their children, than those who turn completely aside from their own interests and activities to "do everything for the children." Children learn by imitation and identification and will copy and respond to the personalities of a mother and father who have remained alert and eagerly alive even while accepting the responsibilities involved in the care of their children. Outside and home interests are not incompatible, although again compromises must be made. A busy mother will have neither the time nor the energy to carry on as fully the interests which she had before her children were born. But with the cooperation of her husband and later of her children, time can usually be found for keeping in touch with at least some of the things which challenge and stimulate her.

Marriage partnerships and parent partner-



## **THE PSYCHOANALYTIC STUDY OF THE CHILD**

### **Volume VI**

The new volume of this outstanding publication includes the papers read on the occasion of the Anna Freud Meetings at Stockbridge, Mass., a symposium on masturbation, as well as articles on early childhood, the latency period, and adolescence. Berta Bornstein, Anna Freud, Beata Rank, Ernst Kris, Milton Levine, and Rene A. Spitz are among the contributors.

**\$7.50**

**At your bookstore or order directly  
INTERNATIONAL UNIVERSITIES  
PRESS, INC.**

**227 W 13th St. • New York 11, N. Y.**

ships which really succeed depend upon the willingness and ability of the partners to face life realistically. Such husbands and wives, fathers and mothers are able to give support to each other, work toward agreement, and do not expect perfection in either themselves or their children. They are able to accept the fact that in every relationship whether between husband and wife, or parent and child there will be some conflict. They do not feel that their marriage is over or even a failure if conflict develops, but are willing to try to work through the situation and to adjust to differences in a mature way. They do not expect family life always to run smoothly, or blame one another when the behavior of their children is not always at its best. They try to see things in perspective and to realize that in all growing relationships there will always be rough edges and parts which do not fit perfectly.

The institution of marriage still exists, but today we can no longer rely on the stability of forms, for they are too easily discarded. We must rely on the inner strength of a partnership which grows or is destroyed as life progresses. Marriage vows are only the first step toward a satisfying and permanent marriage. Only as two people grow within themselves and toward each other can a marriage partnership develop into a permanently satisfying relationship and a stable basis for family life.

## French film on modern education

A showing of the French film *Passion for Life* was held January 19th at the Cinema 48 Theatre, 48th Street and Broadway, New York, as a benefit performance for the Child Study Association. Endorsed by UNESCO and the United Nations, the film tells the inspiring story of the happy revolution that took place in a small French town when a young teacher brought new ideas and a new spirit into its tiny school. The documentary elements (it is based on an actual incident) are so skillfully blended with the story and character development that the whole emerges as entertainment of exceedingly high calibre. Because of the current pres-

## National Mental Health Week

National Mental Health Week, the purpose of which is "to make every American aware of his stake in mental health," will be held this year May 4-10. During the 1951 observance of NMHW, in which 4,500 organizations took part, there was organized activity in 1,000 communities in every one of the 48 states and in Hawaii, Alaska and Puerto Rico. Many kinds of materials for use by citizen groups, State and Local Mental Health Associations, press, radio, television, etc., are now being sent out from the headquarters of the National Mental Health Association at 1790 Broadway, New York City, and more will be distributed as plans for the Week develop. Most of these materials are described as being suitable for year-round use.

## The needs of children

*Our Children Today, A Guide to Their Needs From Infancy to Adolescence* (Viking Press, \$3.95) recently made its appearance. Edited by Sidonie Matsner Gruenberg and the staff of the Child Study Association of America, the material in the book constitutes a survey of current knowledge and findings in the field of child development. Each of the chapters is written by an authority in such divisions of the larger topics as discipline, permissiveness, changing patterns of family living, the role of education today, etc. The introduction, by Dorothy Canfield Fisher, points out that the predecessor of this book—*Our Children: A Handbook for Parents*—was brought out just twenty years ago under the auspices of the Child Study Association. While the present volume is in no sense a revision of *Our Children*, it, too, is built on an awareness "of present trends and future possibilities."

sure on our schools to return to outdated patterns of education, this dramatic affirmation of faith in more imaginative methods has added significance. The Child Study Association, always concerned with the quality of education, warmly endorses the picture and urges that it be seen by as many as possible.

The film is now available for immediate distribution to any area 30 miles or further from New York City. For places within a 30 mile radius of New York, special arrangements can be made. For full information, apply to The Booking Department, Brandon Pictures, Inc., 200 West 57th Street, New York City.



## Do you have to work?

*Continued from page 10*

criticize her as being too much interested in her work and too little in her children. It is convenient for her critics to forget how many children of non-working mothers are equally disturbed; and to ignore the possibility that such troubles may have arisen *because* these mothers had no other outlet for their energies and "used" the children to fulfill their own frustrated ambitions. There are a great number of these perfectionist mothers in the world, and their children are usually very disturbed indeed. There are others who live exclusively for their children smothering them with love and afraid of any sign of independence, since they expect to be repaid for their efforts with complete devotion. The most damaging mother is probably the martyr, who had exceptional chances in a professional, artistic or business career and sacrificed them to her children. This is the kind of woman who may ultimately destroy her son's marriage, because she is unable to share his love with anybody, or prevent her daughter from getting married, because she needs her constant attention for all the real and imaginary ailments brought on by frustration.

### *The satisfactions of work*

No, it is not necessarily the working mother who is unfit to be a "good" mother. As long as she feels comfortable within herself and has confidence in her capacity to handle the difficulties involved in the situation, there is no reason why she should fail as a mother. On the contrary, the feeling of self-confidence and the satisfaction of filling and fulfilling her life to capacity should make her an easier person to live with, for her husband as well as for the children. Needless to say, her work must not be so exhausting that it deprives her of all energy for the tasks awaiting her at home. If she is overtired and irritable, of course, she will not be able to meet the justifiable demands of her family, and often develops guilt-feelings as a result. *These guilt-feelings represent the real danger for all working mothers.*

Feelings of guilt magnify and distort con-



*Recent  
HEATH  
Professional  
Books*

**Paul Witty and the American  
Association for Gifted Children**  
***THE GIFTED CHILD***

**Helen Heffernan and Committee  
of the California School  
Supervisors Association**  
***GUIDING THE YOUNG CHILD***

**Ruth G. Strickland**  
***THE LANGUAGE ARTS IN  
THE ELEMENTARY SCHOOL***

**D. C. HEATH  
AND COMPANY**

*Sales offices: New York, Chicago, Atlanta,  
San Francisco, Dallas. Home office: Boston.*

flicts out of all proportion. They make the mother insecure within herself and unsure of her ground when dealing with the child and this in turn causes irrational outbursts of anger or tenderness which produce new guilt-feelings, especially if there were initial objections to her working on the part of the husband, in-laws, or the mother's family. There are also always neighbors and "friends" who are ever ready with open or veiled criticism, especially if they pride themselves on being "full-time mothers," despite the fact that their hectic social life takes as much of their time as does the working mother's job. Both criticism and advice are frequently caused by more or less conscious envy of the talent or the so-called freedom of the working mother who "escapes the drudgery of household work."

### *The tender spot*

Strangely enough, it rarely fails to touch a tender spot, because however "emancipated" and genuinely interested in her career a woman may be, she remains vulnerable where her relationship with her children is concerned.

Maybe her disturbance is nature's danger signal, the red light, and the mother should pause to see whether her uneasiness has a more profound and important cause than the neighbors' criticism. If she feels in all honesty that she can give due measure to both the child and the job, she will have the green light to go ahead. It is indecision and fear that cause confusion and lead to catastrophe.

Children have an uncanny way of sensing what is going on in their mothers' emotions and they cannot be fooled. They *know* whether mother feels uncomfortable about going to work and whether she is trying to bribe them in order to "make it up" to them. They know equally well if she is calm and satisfied that her work is a reality which they have to accept as part of their growing up. A mother who, out of her own insecurity, starts bribing the child (and bribes range from candy to giving in to unreasonable demands), lays herself open to merciless blackmail. There is no limit to which a child will not go, once he has found his mother's weak spot, and it does not take long before, almost imperceptibly, the child has taken over control. The reactions of the mother, who blames herself for the child's uncontrollable behavior, and of the child, who does not really want to control, slowly form a vicious circle of new guilt and anxiety from which the escape seems impossible. It often needs professional help to break it.

### *The basis for an answer*

Fortunately these are extreme cases, and they are comparatively rare. Though the danger of deterioration in the mother-child relationship always exists for the working mother, she can minimize it by weighing her decisions very carefully as to the kind of work she is going to undertake, the time to start, with regard to the age of the child, the possibilities of staying home in emergencies and, last but not least, her own physical and emotional strength.

If she is clear about her goals, and if one of them is to be a warm and accepting mother, she will be able to cope far better with the question:

Mommy, why do you *have* to work?

## **"What ain't, won't"**

*Continued from page 13*

but quixotic. Educated children of the working class would no longer be content to be workers! The Lord had not intended poor children to have the advantages of children of wealthier parents. Feeling, however, that the Lord loved all children, and pragmatically, that a literate working class would be of benefit to the nation, trade unions persisted in pressure for what was denounced from pulpit and platform as impractical idealism.

Practical idealism is an integral part of the philosophy of trade unions. Concerned with the day-by-day problems of workers and their organizations, they have nevertheless looked forward, and worked for the improvement of all our people.

The Women's Trade Union League has properly considered the establishment of day care centers, with sound nursery education programs, one of its most important legislative proposals, and the League's legislative efforts for women and children date from 1904. The opinion of the League is that it is detrimental to the work of a mother to be worried lest her child be crushed by a truck while playing in the streets, or burned while alone in the house. Industry cannot get from her the full measure of work, or the full concentration which her job may require, if her child is left alone, either all day, or after school. The League feels also that the nation is being deprived by the lack of adequate day care services, of better educated, better adjusted citizens, and that such centers must be considered an integral part of our whole educational system.

The children of low income families have their education brought to an end all too soon, through the stress of circumstances. The earlier they are placed in the hands of competent teachers of the young, the better will be their mental and character development. The proper handling and instruction of these youngsters in day care centers administered by the Department of Education, can bring great ultimate benefit to the country by building stronger foundations for the character of its citizenry.



**FIRST! SIFO TOYS**



**EDUCATIONAL TOYS**  
*for all ages . . .*  
**WOOD INSET PUZZLES**  
 By Sifo

One of many Sifo favorites . . . to teach and amuse. Write to Dept. W for catalog giving full particulars and prices of all Sifo toys.

**THE SIFO CO.**  
 353 ROSABEL ST. ST. PAUL 1. MINN.

## The empty nest

*Continued from page 17*

ten or fifteen years to raise a family, and then going back to a job—is *not* likely to become the usual pattern for most professional women. (For one thing, most professional women would not want to be out of the swim for so long.) One obvious modification of it is to take out only five years or so, with the clear intent of working back gradually as the home circumstances permit.

A second possibility is to consider taking a part-time job, after the children have reached school age. Many women are deterred from taking this step because they find that such jobs pay relatively little and that practically all their earnings are swallowed up in payments for the extra household help necessitated by their absence from home. However, though you just break even (or not quite!), the discipline of continuous effort and of working with other people may prove a good investment for the future and make it easier to assume larger responsibilities when the time comes.

In many instances, mothers have been made to feel guilty if they assumed any kind of outside commitment. The idea that a "good mother" must be available to her child at all times and under all circumstances has been so exaggerated that even intelligent and well organized women have become confused as to their role. In the normal course of events, a mother often has to make arrangements for the care of her child when she must be away seeing a sick grandmother, perhaps, or an older child who is taking part in the school play; and it is legitimate also to make such arrangements for the time when she is working. Although the working schedule requires regular arrangements, the same principle applies. Perhaps there is even something to be said for this very regularity, for it has been found that children who have learned to accept such a regime grow in responsibility—if the total relationship between the mother and her children is a good one. And that, as we know, is dependent on how much real interest and affection she gives them rather than on the number of hours spent together.

Another modification, which might apply to many women, is not to think in terms of a profession at all, but to participate in community affairs in a serious way, realizing that, as the years go by, the time she will be able to give outside the home will increase.

## Volunteer work

Community volunteer work has proven to be all things to all women. To any one woman it can be a number of things, depending on the opportunities in her own special community, depending on what she makes of them and, of course, on her own temperament and aptitude. We would like to consider some of the opportunities that community work offers, some of the positive values; but we also want to point out some of the traps into which an unsuspecting woman may fall. In most communities women have made really worthwhile contributions improving the hospitals, the schools, the relations among antagonistic groups, and the civic government itself.

We must recognize, however, that what for one woman is an eminently satisfying and re-

warding program is to another a downright bore. Those who offer community work as the one, the only, and the obviously perfect area where women can find the solution to their problem ignore the enormous variations among individual human beings. We recognize fully the value of community services. But we would like to insist also that the individual woman be encouraged to seek her fulfillment elsewhere if she finds that volunteer community work is not for her. Working for pay as a secretary, receptionist or sales woman should be recognized as equally legitimate.

### *Dissipation of energies*

Another common pitfall for volunteer workers is the dissipation of their energies. A woman who drifts casually into community work, taking on a number of assignments for various causes, often begins to be disturbed by the hodge-podge nature of her activities. She feels that her tasks consist of a smattering of everything—a little typing here, a few telephone calls there. She begins to wonder what her performances all add up to. This is particularly upsetting, of course, if she has sought outside work to cure her feeling of being cut up into a dozen scattered parts at home. It is by no means the inevitable outcome, but it is a common complaint among women doing volunteer work.

If we must pin blame somewhere, we may divide it about evenly between the women themselves and the way such organizations are set up in the community. It is for the individual woman to husband her resources of time and energy and to spend them wisely—to decide where they will do the most good, both

for the community and for her own sense of achievement. Dabbling here, dabbling there, giving an hour here, an evening somewhere else, makes her feel terribly busy yet leaves the old sense of dissatisfaction.

### *Try for continuity*

Those who direct community organizations must share in the blame for using their woman power unwisely. They often make a woman feel guilty if she doesn't take on every assignment proposed to her. Rather, they should take the trouble to size up their members and try to find how best they can utilize the time, energy and abilities at their disposal.

For one woman the answer may be to devote all or most of her time to one organization so that over a period of years her work may develop into something more important or more responsible or, at the very least, so that she can see what she has accomplished. For others, it may be more satisfying to do one special kind of work for different organizations. Of course, this doesn't mean that a woman should never change her job. But it does mean that she should strive for a certain continuity, so that something can be built up.

When we speak of one's activities adding up we don't mean that they should necessarily lead to a big, important job. We mean that when home responsibilities are not all-absorbing, a woman can find others that will increase in scope as she increases in maturity and has more time to give them. When approached in this spirit, outside responsibilities will contribute to her growth and development as a person and a parent and make less painful the transition to the "empty nest" period.

Statement of the Ownership, Management, and Circulation required by the Act of Congress of August 24, 1912, as amended by the Acts of March 3, 1933, and July 2, 1946 (Title 39, United States Code, Section 233), of CHILD STUDY, published four times a year, at New York, for October 1, 1951.

1. The names and addresses of the publisher and editor are: Publisher, Child Study Association of America, Incorporated; Editor, Margaret C. Dawson; Managing Editor, None; Business Manager, None; all located at 132 East 74th Street, New York 21, N. Y.

2. The owner is: Child Study Association of America, a philanthropic educational corporation, without stockholders. The officers are: Mrs. Mary Fisher Langmuir, President; Mrs. Clarence K. Whitehill, Chairman, Executive Committee; Mrs. George Van Trump Burgess, Vice-President; Frank E. Karelsen, Jr., Vice-President and Treasurer; Mrs. Hugh Grant Straus, Vice-President; Mrs. Carl Weisl, Jr., Secretary; all located at 132 East 74th Street, New York 21, N. Y.

3. The known bondholders, mortgagees, and other security holders owning or holding 1 per cent or more of total amount

of bonds, mortgages, or other securities are: None.

4. Paragraphs 2 and 3 include, in cases where the stockholder or security holder appears upon the books of the company as trustee or in any other fiduciary relation, the name of the person or corporation for whom such trustee is acting; also the statements in the two paragraphs show the affiant's full knowledge and belief as to the circumstances and conditions under which stockholders and security holders who do not appear upon the books of the company as trustees, hold stock and securities in a capacity other than that of a bona fide owner.

Margaret C. Dawson, Editor

Sworn to and subscribed before me this 26th day of September, 1951.

(SEAL) Edna Jones  
Notary Public, State of New York  
No. 31-1993350

Qualified in New York County  
Cert. filed with New York County Clerk and Register  
Term Expires March 30, 1953.



# Parents' questions

These questions are selected and discussed  
by the Child Study Association  
staff, and the answers written by its various members



*I am a professional woman with a son five years old, afraid that in my busy life I'm not giving him all he needs. Both his father and I may be away from home until 6 or 7 o'clock in the evening; sometimes we're out of town for a day or so at a time, too. Before the baby was born we needed the money and then I found myself unexpectedly successful and challenged by new fields to conquer. Now our family finances have improved, and though I keep planning to quit, so far I haven't. But I do feel guilty when I find my work consuming more and more of my time and energies. We employ an excellent housekeeper with long experience with children and who really seems to love Jackie. He is now in kindergarten and will go on from there to a school with a fine reputation. Realizing as I do that I'm evidently not the domestic type, I'm not at all sure it would be wise for me to give up my work and try to be just a mother.*

MRS. P.R.Z.

Your question raises many other questions and can't be answered with a simple yes or no. In general, it is true that the *quality* of time spent with children counts more than mere *quantity*: there are some professional women who, while carrying on an active work life, also succeed in keeping the lines of communication to their children constantly open, the relationship rich and real. Children of such parents never doubt that home and all it means has first place in their mother's life in spite of other demands on her time. But they're equally sure to know when this isn't the case. If you find yourself constantly preoccupied with outside affairs during the time you're

with Jackie, always in a hurry or just unable to do things you plan for him, the chances are that he knows it. This, of course, raises the question of whether a mere rearrangement of your time schedule would do much good. If your real pull is toward your career, then even giving up your job altogether won't entirely solve the problem. In other words, it's how you feel about it that counts.

These are broad statements and probably won't shed light on your problem unless you apply them very personally. For instance, the fact that you sometimes feel "guilty" makes one wonder whether you are really content with business success. "Conquering new fields" may in the end leave you with a bad taste in your mouth if you come to feel that you have done this at the expense of your home relationships. Is it possible that, despite your confidence in the housekeeper, you have some unrecognized doubts about her relation to Jackie? Is the "love" she gives him warm and wholesome, or is it too over-possessive for his best development? Even if she is a wise and affectionate person, the fact remains that children have a way of wanting their mothering from their own mothers and may be very resentful—though often silently—if they don't get it. Early childhood is a vulnerable period, in which the relationship to parents is crucial.

You used some phrases that perhaps are significant. First, "to be *just* a mother"—as though this were somehow trivial instead of a way of life that challenges a woman's intelligence, maturity, and skill. Second, you say you're not the "domestic type." Have you limited the meaning of this phrase to mechan-

ical household chores instead of widening and deepening it to include the creation of a home atmosphere from which every member draws strength to grow and live fully?

Perhaps you honestly do feel that you lack whatever it takes to give the term "domestic" this fuller meaning. If so, you may want to get some help from professional sources in finding out what has caused you to lose confidence in your capacities. It may be that you're more the "domestic type" than you think and that under the right circumstances your powers as wife and mother could be liberated in the service of your child, your husband and—last but by no means least—for your own enduring satisfaction.

*As a father who isn't a whiz at athletics, I feel handicapped in doing things with my eight-year-old son who simply loves sports and all vigorous activities. He seems too young to share my interests or hobbies and I'm stumped in finding ways to bridge the gap between us. Must I force myself to like the things he does, or are there other ways to draw us together?*

MR. J. P.

Fathers who don't share their school-age sons' interest in sports, hikes, etc. sometimes give up too quickly. They may come too easily to the conclusion that there is only one thing the child enjoys and don't hunt for other interests to share for fear they'll be rejected. This would only deepen the father's already wounded self-esteem. It may be a bit harder to break the ice between some fathers and sons than others, but usually if the father really cares about reaching a child, ways can be found.

Sometimes fathers feel stumped at the start; they suddenly recognize that they don't really know their children very well. If so, the first step might be for a father to experiment with a good many kinds and varieties of activities that might be fun for both of them. Such activities should, of course, be appropriate to the child's age and development. The answer may be found in one or more of the father's past or present hobbies; in working together on

some mutually important job that needs doing in the home, on the car, around the place; in games new to the child; in exploring new and exciting parts of the city, etc., etc. Children of school age are eager for first hand adventures. However, new experiences can be either dull education or real fun depending on the father's attitude. It's pretty important that he should really get involved and actually enjoy himself. Then the child follows along. Children around this age are by no means tied as exclusively to one type of interest as they may seem to be. Usually they're eager to learn new skills and show themselves responsive to suggestions provided the feeling between them and their fathers is basically friendly.

The father, of course, is beaten before he starts if he stands over the child and imparts tasks like a school teacher.

There are times too when just the habit of talking with a child can be of great value. This is especially true if, in the first place, the father is really a good listener and if, besides, he's sensitive to what's going on in the child's mind at a particular moment.

*We live in a suburban community. Our boy and girl, eleven and thirteen, have been very vocal in their disapproval of us—that is, they are annoyed that we prefer staying home to going places and that we generally resist being drawn into all the social and community goings on. We enjoy quiet evenings and weekends at home and don't seem to need either the social activities or the community turmoil our neighbors live by. The children complain that we are "different" and are "left out." Do we have to be joiners to please our children? Are we unfair to them if we follow our own peaceful ways?*

MRS. L.L.M.

Children usually want to feel that their parents are not unlike their friends' parents, and that they count for something in the community. They're pleased and proud when their parents have a secure place among others. They don't need to have parents who are top pin on the social or community scale, but they do want them to "rate." This seems important



at the stage of their lives when children are feeling their way to a place in their own world.

Young people naturally look to their parents as models on whom to pattern their own social behavior. You will probably make their social growing up much easier if you recognize this need of theirs and do what you can to meet it. This shouldn't demand too much sacrifice on your part, and you may even find some pleasure and unexpected interest in it. Even though it may mean an effort, you might find some activities you enjoy without being a wholesale "joiner." You might cultivate a few friends among your neighbors—perhaps the parents of your children's friends—without the usual conventional round of dates. Hospitality, however simple, is contagious. Having friends of your own leads to more friends for your children.

Everyone today is dependent on others and on community efforts for much that he needs: good schools, public health measures, recreation, to mention only a few. Everyone has a responsibility as a good citizen, as well as a good parent, to try to improve his community and to create an atmosphere of general goodwill. You may find, too, that what you sacrifice in peace and comfort may be compensated for by other satisfactions.

### *Midcentury Proceedings*

An authoritative and detailed report of the *Proceedings of the Midcentury White House Conference on Children and Youth* held in Washington, D.C., December 3-7, 1950 has been published by the Health Publications Institute, Inc., 216 Dawson

Street, Raleigh, North Carolina; cloth bound: \$4.00; paper bound: \$2.00; 463 pages.

The conference background, the platform, resolutions for follow-up programs, selected addresses and technical papers, and summaries of 31 panels and 35 work groups are included in the contents. An excellent editing and organizing job has been done in presenting the high-lights of an enormous amount of varied material in a compact, readable and informative volume.

### New director of Merrill-Palmer

Dr. Pauline Park Wilson will become the third Director of the Merrill-Palmer School, Detroit, world famous Nursery School Training Center, on February 1st, succeeding Dr. Esther McGinnis. Dr. Wilson (Mrs. William Knapp) has been with the University of Georgia as Dean of the School of Home Economics for some years, and was earlier with the University of Alabama. As Pauline Park, registered at the University of Kentucky, she was one of the earliest Merrill-Palmer students, and during two periods was on the Merrill-Palmer staff, notably with the Advisory Service from 1932 to 1939. Dr. Wilson has been active in such organizations as the American Association of University Women and the American Home Economics Association.

### Fun with children

A new monthly bulletin is now being published called *Fun with Children* which contains, in nicely balanced proportions, suggestions for various enterprises to be carried out by children and their elders, a listing of events in New York City, and one short article on some phase of child life or child rearing. The editorial matter shows imagination and ingenuity and it is a pleasure to read of some suggestions for expeditions, etc. which are not confined to the usual round of museums, ferry boat rides and sight-seeing tours. Subscription rates are \$1.00 for six months, \$1.50 for a year. Address P. O. Box 12, Fordham Station, New York 18, New York.

## The ONLY Card Games designed exclusively for PRE-SCHOOL and FIRST-GRADE age groups!

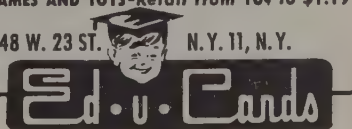


Ed-U-Cards are regular-size, beautifully illustrated, full-color, card sets. Easy to handle, easy to see. These unique picture-educational games are now standard play equipment in leading schools and nurseries. Teachers, psychologists, educators endorse them. Parents enthusiastically approve them. But, most important—the kiddies love them! Popularly priced. Available at TOY . . . STATIONERY . . . CHAIN . . . DEPT. STORES.

- Picture Dominos
- Picture Lottos
- Sew-on Cards
- 8-Different Educational Card Games and many others

SEND FOR CATALOG OF COMPLETE LINE OF  
GAMES AND TOYS—Retail from 10¢ to \$1.19

248 W. 23 ST. N.Y. 11, N.Y.



Specializing in "Play-and-Learn" Games for Children from 3 to 12.

## The "must" books

*Continued from page 19*

ness of the child for each experience. Is this book, no matter how hallowed, suitable in age appeal, illustration, and content for your child at this particular stage of his development? Should it wait, perhaps? Because the parent is on familiar ground, because a title is wreathed in vague rosy memories, there is a tendency to give the old stand-by books too soon—to rush into favorite fairy tales, or Mark Twain or Stevenson long before our children are ready. It might be wise to check our memories by more than a glance between the covers.

Balance between the old and the new is as important in the reading program as it is in other aspects of living. True, many of the old favorites have qualities that we find missing in most books today; qualities that children crave, and rightly so. They have well-developed plots, and a much clearer line between good and evil. Today's children find this comforting. Perhaps it was because they had stamina, based on a profound concern with morality, that these books have lived.

Some of yesterday's stories were frankly sad. Nowadays, we tend to depict an amiable world, in which a child wanders unchallenged from episode to episode (as though we feared that today's realities are too hideous to be faced in juveniles).

We welcome a recent effort to wisely and carefully retell some of the famous stories for children too young to enjoy the language and style of the original versions. Such stories as *Pinocchio* and *Heidi* have picture-story content for children long before they can be read in their original form. In the retelling it is important, however, that the essence and spirit of the originals should be preserved, so that when the child later meets these old friends he is ready to read the fuller versions with zest

and appreciation. The Random House picture-adaptations of such favorites as *Black Beauty*, *Bambi's Children*, and *Hiawatha* are invitations to further acquaintance at a later age. Let us be wary, however, lest insensitive compression of such works into small, inexpensive compass completely wreck the original concept, and present a meaningless jumble of pictures and truncated pages. Unfortunately, there are many examples of this.

Keeping in focus the present needs of our children, we may well ask ourselves, what is it we hope our children may gain from their reading of books? Enjoyment and an ever-growing interest, understanding, knowledge of the world about them, and quick sympathy for its people are among the rewards of good reading. A firm grounding in the great reading of an earlier day—the good companionship of Odysseus, King Arthur and his knights, The Three Musketeers, and Long John Silver—is a good base. But in our enthusiasm for the great writings of the past, let us not belittle some really fine books of today. It is not a choice of either-or, but a matter of blending; of being always sensitive to the needs and capacities of our children as they grow through many levels of age and interest.

In its listings of the past two years, the Children's Book Committee included the following reprints, which are only a few of the excellent editions of many old titles to be found on bookshelves and publishers' lists:

RIP VAN WINKLE and The Legend of Sleepy Hollow. By Washington Irving. Illus. by Maud and Miska Petersham. Macmillan. \$2.00.

THE PRINCESS AND THE GOBLIN. By George MacDonald. Illus. By Nora S. Unwin. Macmillan. \$2.00.

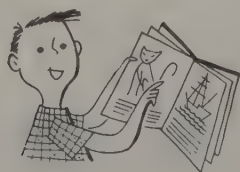
THE PRINCESS AND CURDIE. By George MacDonald. Illus. by Charles Folkard. Dutton. \$1.75.

THE ADVENTURES OF PINOCCHIO. By C. Colodi. Illus. by Attilio Mussino. Macmillan. \$2.00.

ROBINSON CRUSOE. Retold by James Baldwin. Illus. by Frederick T. Chapman. Aladdin. \$2.00.

THE STORY OF A BAD BOY. By Thomas Bailey Aldrich. Illus. by Reginald Marsh. Pantheon. \$2.75.

THE ADVENTURES OF MAYA THE BEE. By Waldemar Bonsels. Illus. by Raffaello Busoni. Pellegrini. \$3.00.





ANIMAL HEROES. By Ernest Thompson Seton. Grosset. \$1.00.

THE COMPLETE NONSENSE OF EDWARD LEAR. Coll. by Holbrook Jackson. Dover. \$2.00.

THE FABLES OF AESOP. Edited by Joseph Jacobs. Illus. by Kurt Wiese. Macmillan. \$2.00.

PETER PAN. By J. M. Barrie. Illus. by Nora S. Unwin. Scribners. \$2.50.

THE ARTHUR RACKHAM FAIRY BOOK. Selected and Illus. by Arthur Rackham. Lippincott. \$3.00.

THE JUNGLE BOOK. By Rudyard Kipling. Illus. by Fritz Eichenberg. Grosset. \$1.25.

THE BOOK OF KING ARTHUR AND HIS NOBLE KNIGHTS. By Mary MacLeod. Illus. by Alexander Dobkin. World. \$1.25.

TREASURE ISLAND. By Robert Louis Stevenson. Grosset. 50c.

FIVE WEEKS IN A BALLOON and A TRIP TO THE CENTER OF THE EARTH. By Jules Verne. Didier. \$2.95 each.

## Books for today's children

The importance of a vital quality in our children's books was the theme of three distinguished speakers at the Conference on Books for Today's Children, held under the auspices of the Children's Book Committee of the Child Study Association of America.

Miss Amelia Munson of the New York Public Library, author of *An Ample Field: Books And Young People*, singled out for effective retelling some of the dramatic moments of the great classics of our literature: venturing down the rabbit-hole with Alice, finding that human footprint with Robinson Crusoe, learning of the death of Absalom with King David, Socrates' thoughts on drinking the hemlock, King Lear's tragic lines over the dead Cordelia, were a few of the highlights which, she said, constitute "experience reading" rather than reading as a tool. She considered this experience essential for young people.

Mr. Carl Carmer, Editor of *Rivers of America Series*, and author of *Stars Fell On Alabama*, *Listen For A Lonesome Drum*, and other Americana, described himself as a "wanderer of dirt roads" who tries to interpret America — especially rural America — in his writings. Through folk tales and related folk



songs in his book *America Sings*, he has told what America has done with its hands—the veritable heritage of this country, of which our children should be made aware. *For The Rights Of Man* tells of many great Americans who defended civil liberties, also a vital part of the American story.

This was stressed, too, by Miss Phyllis McGinley, widely known for her wise and witty verse and stories as well as for her children's books: *The Horse Who Lived Upstairs*, and its sequel *The Horse Who Had His Picture In The Paper*. "The effect of reading on the young and impressionable," Miss McGinley said, "is far more than literary: it is character building." This quality she finds lacking in most of today's books. "Although books for children have never been so profuse nor so beautiful," she said, "most of them are insipid. They lack not only a sense of plot, but what gives plot virility: a sense of morality."

"Children are most eager to be better than they are, even to be shown the way to heroism and nobility, and any such motivation they find greatly lacking in today's books, which are often merely trivial anecdotes beautifully dressed. In this frightening and confused era, children crave and need education for character."

Answering a question from the audience, Miss Munson said that young people can best be brought to enjoy good reading if parents are casual in introducing it, and if the children are accustomed to accepting and sharing enthusiasms with their parents.

This Conference opened the Association's Annual Exhibit of Books of the Year for Children. The annotated Annual Listing of the books in the exhibit is now available and may be obtained from the Child Study Association.

MARGARET ROSENBLUTH, for the Children's Book Committee



## Tonsillectomy

*Continued from page 19*

explanation, the child is now subjected to the further indignity of rectal temperature and preliminary injections. These, coupled with the disappointment and pain, are too many insults for the child who has not been properly prepared to accept them gracefully.

Now we are ready for the next exciting chapter. Without preliminary warning, one or two persons, the operating room attendants or nurses, gentle and kind, but at best strangers, pick up the resistant child and whisk him away from the mother to what must seem to the "unprepared" child an unknown destiny. The child's entire life up to this very moment has been attuned to that vague yet definitely all-encompassing thought, security. Here, then, is a sudden break in a relationship between child, mother, family, security, and dependence. At this particular moment there is no reason for the young child to anticipate ever being returned to his parents. The purpose of this separation has not been adequately described, nor has he even been told that this separation is to be but a temporary one. The implicit trust of the child in the parents and the belief that in their presence no harm can befall him can be unalterably shattered at this moment.

### *The big white room*

Can we possibly project ourselves into that moment when first this child enters a strange, white-walled, instrument-filled operating room? Before he can fully accommodate himself to this picture, a new terror descends upon him. He is again undressed, restrained, and anesthesia begun. He leaves his conscious state struggling against uncontrollable forces. It is always particularly interesting to witness at this point the orderly who feels personally insulted when the unhappy child does not acquiesce more gracefully to his anesthesia.

Is this a pattern of behavior typical of all children? Neuropsychiatrists and experts in child behavior problems tell us that it may well be considered usual and expected in children whose preparation is inadequate. They

also find that the thoroughly prepared child goes through the entire experience with little if any emotional trauma. There are a few children who are so emotionally well-balanced that, even lacking preparation, they experience this trauma without any immediate or eventual alterations in behavior. And there are others who fail to show any early effect of the experience, only later reflecting its real emotional significance; witness the frequency with which adults recall with various degrees of emotional intensity every detail of their own childhood operations. It is true that the child may go to the hospital willingly, but let us not be deceived by this apparent calm and submissiveness.

### *The parents go away*

It has been fallaciously noted that the timid or even obstreperous child can best be managed in the hospital when the parents are not present. Therefore, we arrive at the naive deduction that a hospital stay with parents barred is highly successful. It may be successful, but for whom? Perhaps for the efficient administration of the intricate hospital routine, but certainly not for the emotional balance of the sensitive child. We dare not accept his apparently docile resignation as a true index of his emotional state. Inner and suppressed fear must not be mistaken for his acceptance of a painful situation, especially as terror often makes vocalization impossible.

One major hospital, because of administrative procedure, insists on the following: A child is brought to the hospital the afternoon before the operation and the parents immediately dismissed. There follows no contact between parent and child for forty-eight hours until they are reunited on the second morning. A loving smile is hardly compensation for all that has happened during the hospital stay, especially if the child has had no honest explanation of the purpose of the separation. One child epitomized the whole nightmare by the surprising statement to her father, "I thought you didn't want me."

The immediate or delayed reaction of the unprepared child to this surgical procedure may be one of many alterations in behavior;



family antagonisms, negativisms, night fears, hostilities, phobias, and other psychoneurotic patterns.

In contrast to the composite picture outlined above, let us note the calm acceptance of the entire procedure on the part of those children who have been intelligently prepared for tonsillectomy. These children know that the experience will not be a pleasant one, but they have been given an honest reason for it. They are not surprised or frightened by the physical picture of the hospital, nurses, masks or operating room because it has been previously described to them. Armed with the friendship and support of the doctor, they leave their parents to go to the operating room unafraid, confident that soon they will be returning to their families and security. Their acceptance of the anesthesia is further evidence of the importance of planning and preparation, and even the postoperative sore throat is readily accepted because they have been told to expect it and they know that this, too, is an unavoidable discomfort necessary for the eventual benefits to be obtained.

### Age is important

The established criteria for tonsillectomy vary but slightly with each school of otolaryngology. To these must be added the significant indication of the best possible age for operation. The exact age may vary somewhat with each child, but the common denominator to all should be the child's ability to understand the necessity for the operation. It is a decided misconception to believe that the child of one or two years tolerates the operation better

because "it doesn't know what is going on." The very use of the word "it" indicates a failure to give recognition to the fact that the one or two-year-old "it" is a functioning organism, subject to emotional trauma. The emotional dependence of this age group is even greater than in the older group who are able to adjust more easily. The further difficulty with the age group under three-and-a-half years is that they are as yet unable to verbalize their fears. It is therefore suggested that elective surgery be postponed at least until the child is three-and-a-half. However, even in instances where surgery is undeniably necessary before that age, it is astonishing how much the planned approach can minimize psychic trauma.

### To avoid the pitfalls

To obviate the psychologic pitfalls associated with tonsillectomy, the following steps are recommended:

1. The child must be approached by the surgeon on an honest basis with a sincere effort to obtain his trust and confidence. Every extra moment previously spent in establishing a gentle, friendly relationship is rewarded by the child's calm departure to the operating room and in the quiet acceptance of the anesthesia.

2. The child must be given a calm, forthright, and honest explanation of the reason and need for the operation. He can be told that he will have fewer colds and consequently more time for his favorite play activities. There should not be any idealization of the postoperative joy. It must be explained that a certain amount of pain is one of the unavoidable but tolerable aftermaths.

3. The child must be spared the tension and anxiety reflected by the attitude of the parents. Discussion of the operation must be limited to the times when the child is not present, until the time has come for a forthright explanation. It is suggested that the four or five-year-old not be told until a day or two before the operation.

4. Avoid the element of surprise and confusion. A simple but recognizable picture of a hospital, operating room, and white-gowned

*Continued on page 44*



**When you start training—**  
**LITTLE TOIDEY**

Little Toidey on adult seat. Note footrest.

Whether you "condition" baby before muscle control through the pleasant Little Toidey, or you begin after the toddler "knows what it's all about", Toidey will help you. Write for complete details and book "Training the Baby."



Little Toidey on Low Base. (Footrest removed)

**TODDLER'S TOIDEY**  
Base and Pan, a complete unit.



Top of Base on Adult Seat with Steps.

**THE TOIDEY COMPANY**  
Gertrude A. Muller, Inc.  
FORT WAYNE, INDIANA, U. S. A.



nurses must be described. The hospital picture can even be made pleasant by adequately explaining the need for cleanliness.

5. Explain that the reason for anesthesia is to spare the child pain during the operation. Assurance that the forced sleep is of short duration is very comforting.

It might be interpolated here that the ideal anesthesia would be one given in the child's room without any awareness of induction. Unfortunately, avertin and pentothal, two such anesthetics, are potentially dangerous because

of their unanticipated duration and toxicity. Safety must not be sacrificed even for psychologic advantage. Rapid induction by nitrous oxide, followed by open ether, is unquestionably the safest anesthesia available. The ideal anesthesia is chosen for surgical efficacy and with psychic consideration.

6. The presence of one or both parents during the immediate preoperative and postoperative period is essential, and the constant presence of one parent during the entire hospital stay is the greatest single contribution to maintaining the child's sense of security. Ingratiating technics with toys and affection are individual, and the approach is well known to each parent.

7. The moment of separation of the child from the parents is one of the most difficult of the entire experience. Its effect can be materially lessened if the physician himself, armed with established patient rapport, calls for the child and escorts him to the operating room. A strange operating room attendant serves no pacifying or soothing function at this point.

8. Permit the child to show hostility during the postoperative period. From the child's point of view, an injustice has been done him: pain has been imposed on him, and there is no apparent compensation for the entire unhappy experience. There is a natural tendency to insist that the child be quiet to avoid irritating his throat. But he must be permitted to voice his objections—better this hostility than submerged emotional conflict.

### *Benefits are lasting*

This realistic portrayal of the emotional aspects of tonsillectomy is not meant to be pessimistic or foreboding, nor is it meant as a reflection on an operation which is health-restoring and constructive, when indicated.

Rather is it meant to demonstrate the marked contrast in the reaction and behavior of the "unprepared" and the "prepared" child. Moreover, the awareness of the psychologic implications of surgery by the surgeon and the parent can produce, along with the intrinsic advantage of tonsillectomy, a beneficial result of lasting value.

- FOR THE ART TEACHER
- FOR THE ART STUDENT
- FOR THE PARENT
- FOR ANYONE WHO WANTS TO PAINT OR DRAW

## THE Artist In Each Of Us

**By FLORENCE CANE.** New methods in developing the creative life, presented with such clarity and precision that the teacher, the parent, and the adult art student will be able to apply them.

**HUGHES MEARNS, *Professor in Education*:** "A superb achievement, a documentary of thousands of hours of professional skill, fitted to an amazing range of human situations. A great piece of recorded teaching."

**LEWIS MUMFORD:** "In every way an extraordinary performance; full of life wisdom as well as educational insight."

Nearly 200 illustrations, many in full color.  
7½" x 10", 380 pages, \$6.50.



At your bookstore, PANTHEON BOOKS, N. Y. 14, N. Y.